



Bulletin of
Rhode Island College

HORACE MANN HALL

**"To Better One Life Is
To Better The World"**
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1998-99 CATALOG



Bulletin of
Rhode Island College

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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.

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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, or sexual orientation/preference. 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, 312 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.

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Academic Calendar 1998-99

FALL SEMESTER 1998

August

17	Monday	New student orientation begins
20	Thursday	Late telephone registration begins for returning students
24	Monday	Administrative conference
26	Wednesday	Opening faculty meeting
28	Friday	Telephone registration for senior citizens and students with unemployment waivers
31	Monday	Classes begin

September

7	Monday	Labor Day (College closed, library open—holiday hours)
15	Tuesday	Last day for adding courses

October

12	Monday	Columbus Day (College closed, library open—holiday hours)
23	Friday	Midsemester grades due by noon
26	Monday	Spring telephone registration begins for degree candidates
30	Friday	Last day for all students, except freshmen, to drop courses

November

3	Tuesday	Election Day (College closed, library open—holiday hours)
6	Friday	Last day for freshmen to drop courses
11	Wednesday	Veterans Day (College closed, library open—holiday hours)
26	Thursday	Thanksgiving recess
30	Monday	Classes resume

December

4	Friday	Spring telephone registration ends for degree candidates
14	Monday	Fall semester classes end
15	Tuesday	Reading Day
16	Wednesday	Final examinations begin
22	Tuesday	Final examinations end
30	Wednesday	Grades due by noon

SPRING SEMESTER 1999

January

11	Monday	New student orientation begins
13	Wednesday	Late telephone registration begins
18	Monday	Martin Luther King Day (College closed)
22	Friday	Telephone registration for senior citizens and students with unemployment waivers
25	Monday	Classes begin

February

5	Friday	Last day for adding courses
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March

12	Friday	Midsemester grades due for freshmen by noon
15	Monday	Spring recess
22	Monday	Classes resume
26	Friday	Last day for dropping courses

April

5	Monday	Summer and fall telephone registration begins
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May

5	Wednesday	Cap and Gown Convocation
8	Saturday	Spring semester classes end
10	Monday	Final examinations begin
15	Saturday	Final examinations end
17	Monday	Grades due for degree recipients by noon
19	Wednesday	All other grades due by noon
20	Thursday	Graduate Commencement
21	Friday	Fall registration ends for degree candidates
22	Saturday	Undergraduate Commencement
24	Monday	Summer Session I begins
31	Monday	Memorial Day (College closed, library open—holiday hours)

July

2	Friday	Summer Session I ends
5	Monday	Independence Day observed (College closed)
6	Tuesday	Summer Session II begins

August

9	Monday	Victory Day (College closed, library open—holiday hours)
13	Friday	Summer Session II ends

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 roads and 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 WXIN (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 activities may also be obtained by calling a recorded message at (401) 456-9500.

When it is necessary to cancel classes, College employees are expected to report to work unless the governor has authorized otherwise. Parking lots D and E (in front of Roberts Hall) will be given priority for clearing under these circumstances. The switchboard will also be staffed during these times.

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 Barnard School
- 4 Horace Mann Hall
- 5 Mary A. Weber Residence Hall
- 6 Mary Tucker Thorp Residence Hall
- 7 Charles B. Willard Residence Hall
- 8 Rose Butler Browne Residence Hall
- 9 President's House
- 10 Alumni House
- 11 University Affiliated Programs Building
- 12 Center for Economic Education
- 13 Physical Plant Building—College Receiving
- 14 Former School of Social Work Building
- 15 Health, Physical Education, Athletic Complex
- 16 William C. Gaige Hall
- 17 Student Union
- 18 Fred J. Donovan Dining Center
- 19 James P. Adams Library
- 20 Faculty Center
- 21 John E. Fogarty Life Science Building
- 22 John Clarke Science Building
- 23 Craig-Lee Hall
- 24 John Lincoln Alger Hall
- 25 Lucian A. Whipple Hall
- 26 Education Management Collaborative (Bldg. 6)
- 27 Recreation Center
- 28 Cooperative Playgroup
- 29 David E. Sweet Residence Hall
- 30 The Sylvan R. Forman Center
- 31 School of Social Work Building (Bldg. 1)
- 32 Building No. 2
- 33 Building No. 3
- 34 Building No. 4
- 35 Building No. 5
- 36 Building No. 7
- 37 Building No. 8
- 38 Building No. 9
- 39 Building No. 10

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

- Designates handicap access
- Blue Light Emergency Phones



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General Information

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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 through the Faculty of Arts and Sciences, the Feinstein School of Education and Human Development, the School of Social Work, and the Center for Management and Technology, as well as through the School of Graduate Studies 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 expansion in recent decades at both the undergraduate and the graduate levels. It now serves approximately 8,600 students in courses and programs both on and off campus.

Rhode Island College is the oldest of the three public institutions of higher educa-

tion 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 practica 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

Admissions policy at Rhode Island College is formulated by a committee of faculty, administrators, and students. Generally, the most important factor in admissions decisions is the applicant's 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, or sexual orientation/preference.

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, eco-

nomics, geography, political science, psychology, 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 college preparatory 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 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 transcripts amply demonstrating 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/misappropriate 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 the residence halls while taking classes in writing and mathematics, as well as one freshman-level course for college credit.

Class sizes are small, and individual and group tutoring sessions are frequent. Tutors live in 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 appli-

cant, family/student financial information, guidance counselor recommendation, and an extensive personal interview. Applications must be submitted by February 15.

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 recommendations. The applicant must arrange to have these materials forwarded to the admissions office. In most instances applicants are required to submit senior midyear grades for review.
3. Scores on the Scholastic 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 Requirement on page 29.)

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

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 on the High School General Educational Development (GED) tests (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 ongoing 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) or 960 on the English Language Proficiency Test (ELPT), 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 24 semester hours in a diversified program of study is required. Transfer applicants for January admission must have completed 24 semester hours by September 1 prior to the January semester; applicants for September admission must have completed 24 semester hours by June 1 prior to the September semester. Students must also meet grade point average requirements as follows: minimum 2.25 with 24 to 29 earned college credits; or minimum 2.0 with 30 or more earned college credits.

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 24 college credits before entering degree candidacy at Rhode Island College.

Transfer applicants with fewer than 24 college credits will be evaluated according to the standards used for freshman applicants. Those with more than 24 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 admissions office, college credit more than 10 years old may be accepted for transfer. The chair of the student's major department will determine how the credit is to be applied in the student's curriculum.

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 credits 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 27.)

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 College Mathematics Requirement, and all general education requirements. (See Undergraduate Academic Requirements on page 28 and General Education 2000 on page 86.)

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 Sci-

ence in business administration, or computer science, 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 for those students who matriculated at CCRI prior to the fall semester of 1994, will be considered as completed if the student possesses the appropriate associate degree when first matriculating at the College.

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

Joint Admission Program at the Community College of Rhode Island

Rhode Island College and the Community College of Rhode Island (CCRI) have established a Joint Admission Program. To be guaranteed admission to Rhode Island College under the Joint Admission Program, the student must (1) enroll in the Joint Admission Program at CCRI as a freshman by completing an Intent to Enroll Form, (2) earn an associate degree in the prescribed curriculum at CCRI within five years of their initial matriculation at CCRI, (3) have a minimum cumulative grade point average of 2.4, and (4) meet all non-academic admission requirements for Rhode Island College.

Re-admission

Undergraduate degree candidates in good academic standing who withdraw from the College will be eligible to re-register without completing a formal application for re-admission, unless they have taken courses at another institution during their absence. Registration materials will be mailed to students in the above category for three consecutive semesters. After three semesters, students may call the Records Office to request registration materials.

Undergraduate degree candidates who have been dismissed for academic reasons or

who have withdrawn and taken courses at another institution, 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 degree must be 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(s).

Candidates for a second degree must schedule an appointment with the appropriate department chair(s) 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, nursing, social work, 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 May 1 for freshmen and June 1 for transfer students:

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. Applicants may be required to provide an evaluation of their educational records if information is not readily available.
3. Scores on the Test of English as a Foreign Language (TOEFL) or English Language Proficiency Test (ELPT, an SAT-II of the College Entrance Examination Board) for students whose native language is not English. Otherwise, the SAT-I is required. Applicants are expected to have a minimum score of 550 on the TOEFL or 960 on the ELPT.

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 26).

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 at least five years of interruption 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 26.)

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 school. 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 submitted 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 Test. Test 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's Testing Center.

Health Requirements

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

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

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

Military Personnel and Veterans

Rhode Island College is a 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 non-degree 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 Students

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 periods.

Pre-registration

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

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 a grading 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 *excess* 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. Telephone and fax requests cannot be honored. A one-time charge of \$25 entitles the student to transcripts upon appropriate request.

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 1998-99 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 \$35 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 graduate tuition. (See graduate Fees and Expenses on page 47.)

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)	\$2,620	\$7,400
Student Activity Fee	80	80
Dining Center/Student Union Fee	189	189
Recreation Fee	90	90
Fine Arts Fee (degree candidates only)	40	40
Library Fee	80	80
Technology Fee	50	50
Totals for Commuting Students	\$3,149	\$7,929

Note: Individuals planning to live on campus should also see Student Housing Room and Board Fees on page 61.

Note: Students who take more than 18 semester hours of course work in a semester pay an additional \$118 per semester hour (in state) or an additional \$310 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)	\$118	\$310
Recreation Fee	4	4
Student Activity Fee	5	5
Library Fee	4	4
Technology Fee	3	3
	\$134	\$326

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

Fine Arts Fee: \$8 (degree candidates only)
Registration Fee: \$37

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 270-288 or 370-388
\$160 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

\$2,650 to \$2,850 per year (see Student Housing Room and Board Fees on page 61)

Board

\$2,600 to \$3,000 per year (see Student Housing Room and Board Fees on page 61)

Application Fee
\$25

Late Fee

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

Transcript Fee

\$25 one-time fee charged to all students to cover one transcript request an individual makes

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 \$800 to \$1,000 annually. Students should also expect to pay up to \$1,000 per year for clothing, entertainment, and other personal expenses, depending of course, on their 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 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 nonprint 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 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 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 non-degree students. The communities within the 20-mile radius are: Attleboro, Bellingham, Berkley, Blackstone, Dartmouth, Dighton, Douglas, Easton, Fall River, Foxboro, Franklin, Freetown, Hopdale, Mansfield, Mendon, Millville, Norfolk, North Attleboro, Norton, Plainville, Raynham, Rehoboth, Seekonk, Somerset, Swansea, Tanton, Uxbridge, Weymouth, and Wrentham. In addition, residents of Lakeville who graduate from the Apponaquet 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 pro-

gram, 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, but it is limited to one course each semester. 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. 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 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 61.

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 Stafford Loans, PLUS and/or SLS loans), before receiving grades, a degree, transcripts, or a diploma.

Financial Aid

In order to assist students who are unable to meet the cost of financing a college education, the Office of Student Financial Aid administers an extensive program of scholarships, grants, loans, and part-time employment opportunities. Demonstrated financial need is the primary factor used in the awarding of financial aid, although some scholarships are given each year in recognition of superior academic achievement or special talent. At Rhode Island College, nearly 88 percent of undergraduate financial aid applicants receive financial aid, with an average award of about \$5,225 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 (limited Federal Pell Grants are available to some students studying less than half time); and (4) are maintaining satisfactory academic progress (see page 24).

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 assistance 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 freshmen and transfer applicants must complete the Rhode Island College Financial Aid Application if they wish to be considered for Rhode Island College grants and scholarships. These forms are available from the Office of Student Financial Aid.

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

Incoming Freshmen (Fall 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. FAFSA on file at the processing center by March 1.
3. Rhode Island College Financial Aid Application on file with the Office of Student Financial Aid by March 1 (incoming freshmen only).

Re-admitted and New Transfer Students (Fall Semester)

1. Application for admission on file with the admissions office by June 1.
2. FAFSA on file at the processing center by May 15.
3. Rhode Island College Financial Aid Application on file with the Office of Student Financial Aid by May 15 (incoming transfers only).

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

1. FAFSA on file at the processing center by November 15.
2. Rhode Island College Financial Aid Application on file with the Office of Student Financial Aid by November 15 (incoming freshmen and transfers only).

Applicants should fill out all forms completely and accurately in order to avoid de-

lays 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 will be requested include, but are not limited to, signed and dated photocopies of federal and/or state income tax returns, and copies of authorization letters for unearned 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.

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 session 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/or 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 may also be employed in designated career-oriented and other jobs both on and off campus. Interested students should register for employment with the Office of Student Employment located in 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 \$3,000 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.

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 Parental 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 cumulative 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 5 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 subsidized and unsubsidized loans are variable and are adjusted on July 1 each year. The interest rate on unsubsidized loans charged while students are enrolled and during the six-month grace period is based on the three-month treasury bill rate plus 2.5 percent. During the repayment period, the interest rate on both subsidized and unsubsidized loans is based on the three-month treasury bill rate plus 3.1 percent. Both loans have an interest cap of 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 \$5.15 to \$6.40 per hour for most jobs. Eligibility is determined by the Office of Student Financial Aid, using information from the FAISA. 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 \$750 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.

Rhode Island Higher Education Assistance Authority Work Opportunity Program

This part-time student employment program is 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 \$5.15 to \$6.40 per hour. The Career Development Center assists recipients with job placement on campus or in off-campus 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 (PEEP) Grants

These grants are restricted to students accepted for admission to the Preparatory Enrollment Program. Awards typically range from \$200 to \$7,500 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 Rhode Island College Financial Aid Application in order to be considered for this program.

Rhode Island College Grants

College grants ranging from \$100 to \$10,000 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 Rhode Island College Financial Aid Application 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 Aid Award
- Alumni Freshman Award
- Alumni Graduate Scholarship
- Andreoli 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 the Feinstein School of Education and Human Development)
- Class of 1960 Scholarship (contact Office of Student Financial Aid)
- Anonymous Scholarship Fund (contact Office of Student Financial Aid)
- Louis Appleton Memorial Scholarship (contact Department of Music, Theatre, and Dance)
- Donald C. Averill Scholarship (contact Rhode Island College/American Federation of Teachers)
- Dayna A. Bazar Memorial Scholarship (contact Office of Student Financial Aid)
- Rita V. Bicho Memorial Scholarship (contact Department of Music, Theatre, and Dance)
- Elina F. Bonaventura Memorial Scholarship (contact Department of Special Education)

- S. Elizabeth Campbell Fund (contact Feinstein School of Education and Human Development)

- Elizabeth S. Carr Scholarship (contact Department of Elementary Education)
- Citizens Bank Scholarship (contact Office of Student Financial Aid)
- Richard Dawson Memorial Scholarship (contact Office of Student Financial Aid)
- Alma Bishop Doley Endowed Scholarship (contact Office of Student Financial Aid)
- Drabrenko Family Endowed Prize for String Instruments (contact Department of Music, Theatre, and Dance)
- Debra Dumont Memorial Scholarship Fund (contact Department of Nursing)
- Eugene Dutton Memorial Scholarship (awarded by Urban Educational Center at CCRJ)
- 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)
- Aime J. and Gertrude B. Forand Scholarship Fund (contact Office of Student Financial Aid)
- Sylvan R. and Helen Forman Scholarship (contact Department of Music, Theatre, and Dance)
- Sarah T. Foster Scholarship (contact Department of Elementary Education)
- Mac E. Godfrey Scholarship (contact Office of Student Financial Aid)
- Mark E. Goldman Theatre Scholarship (contact Department of Music, Theatre, and Dance)
- Honors Scholarships
 - Anonymous Honors Scholarship (contact director of honors)
 - Couts Honors Scholarship (contact director of honors)
 - 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)

- Wal-Mart Honors Scholarship (contact director of honors)
- Marie R. Howard Scholarship (contact Center for Management and Technology)
- Industrial Technology Scholarship (contact Department of Educational Studies)
- Myrtle Karlin Scholarship (contact Office of Student Financial Aid)
- Mary M. Keefe Scholarship (contact Department of Biology)
- John A. Kelly Theatre Scholarship (contact Department of Music, Theatre, and Dance)
- Thomas G. King Memorial Scholarship (contact Department of Educational Studies)
- Katherine Beyer Krueger Scholarship (contact Department of Music, Theatre, and Dance)
- Laura Fachada Lilly Memorial Scholarship (contact Office of Student Financial Aid)
- Mary E. Love Scholarships (contact Department of Nursing)
- Donald F. Lyons Scholarship Fund (contact Office of Development)
- Ada Maerdo Memorial Scholarship Endowment (contact School of Social Work)
- Gilda R. Martone Endowed Scholarship Fund for Education (contact Office of Development)
- Model Legislature Award (contact Department of Political Science)
- Marguerite C. Morey Scholarship (contact Feinstein School of Education and Human Development)
- Mt. Pleasant Teachers Academy (contact Office of Development)
- Celia Munir 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. Noll Memorial Science Scholarship (contact Department of Elementary Education)
- Olga M. Lusi O'Brien Endowed Scholarship in Elementary Education (contact Feinstein School of Education and Human Development)
- Eleanor M. Olson Nursing Scholarship Award (contact Department of Nursing)
- Doris Palombo Memorial Endowed Scholarship Fund (contact Feinstein School of Education and Human Development)

- Helene Penza Scholarship Fund (contact Department of Counseling and Educational Psychology)
- Thomas R. Pezzullo Memorial Scholarship (contact Department of Music, 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 Feinstein 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)
- Residence Hall/Dining Center Scholarship (contact Office of Student Financial Aid)
- Ethel Salhani Memorial Scholarship (contact Department of Art)
- Phyllis Moverman Salk Scholarship Fund (contact Department of Elementary Education)
- Anne B. Saute Scholarship Fund (contact Office of Development)
- Ridgway F. Shum, Jr. Study Abroad Fund (contact Study Abroad Office)
- Robert D. Soule Technical Theatre Scholarship Fund (contact Department of Music, Theatre, and Dance)
- Melody Stapp Memorial Scholarship (contact Department of Music, Theatre, and Dance)
- State Scholarships (contact appropriate state agencies); names, addresses, and telephone numbers are available in the financial aid office
- Student Leadership Fund (contact Office of Student Community Government)
- Nancy Sullivan Fund (contact Office of Development)
- Frederick C. Tanner Memorial Scholarship (contact Federal Products Corporation Personnel Office)
- Joshua Thomas Memorial Scholarship (awarded by Urban Educational Center at CCRJ)
- Earl H. Webster Scholarship Fund (contact Department of Biology)
- B. Ruby Wimmerman and Harriet J. Wimmerman Memorial Scholarship Fund (contact Feinstein School of Education and Human Development)

- Woonasquackett Valley Rotary Club Scholarship (contact Woonasquackett Valley Rotary Club)
 - Robert M. Young Scholarship Endowment Fund (contact Department of Biology)
 - Richard Zorabedian Scholarship (awarded by Urban Educational Center at CCRJ)
- 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 Music, Theatre, and Dance); Dance (Rhode Island College Dance Company); Music (Department of Music, Theatre, and Dance)

Short-Term Loans

- For emergency expenses (separate application process through the Office of Student Financial Aid)
- Alumni Small Loan Fund
 - Margaret Hill Irons Loan Fund
 - 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 programs

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 these 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 contributions, 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 is 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.

Student Responsibilities

- Students must complete all application forms accurately and submit them on time to the right place.
- Students must provide correct information. In most instances, misreporting information on financial aid application forms is a violation of law and may be considered a criminal offense which could result in indictment under the U.S. Criminal Code.
- Students must return all additional documentation, verification, corrections, 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.

Standards for Measuring Satisfactory Academic Progress of Undergraduate Financial Aid Recipients

Standards of satisfactory academic progress for student financial aid recipients measure both the quantity and quality of course work completed. All semester hours attempted, with the exception of semester hours dropped during the first two weeks

of the semester (or corresponding time for summer session courses), are counted to determine placement in the schedule below. In addition, federal regulations require that student financial aid eligibility be terminated once a student has been 150 percent of the semester hours needed to complete an undergraduate degree program. Satisfactory academic progress is measured once each academic year at the end of the spring semester.

Semester Hours Attempted	Required Successful Completion	Minimum Cumulative GPA
0-12	—	—
13-29	40%	1.00
30-59	45%	1.75
60-89	50%	1.50
90-119	55%	2.00
120-149	60%	2.00
150-180	67%	2.00

Transfer Credits: Semester hours transferred into Rhode Island College are included as semester hours attempted to determine placement in the above schedule.

Treatment of W, I, X, and F Grades: Semester hours for all courses with these grades will be added to semester hours attempted to determine placement in the above schedule.

Repeated Courses: Semester hours earned for repeated courses will be included in the total number of semester hours attempted.

Total Limit on Attempted Semester Hours: Rhode Island College does not provide student financial assistance to undergraduate students attempting more than 180 semester hours.

Appeals and Reinstatement of Eligibility: If a determination is made that a financial aid applicant is not making satisfactory academic progress, the applicant will be considered ineligible for all student financial assistance programs for the next academic period. If a student believes that there are extenuating circumstances that contributed to the failure to maintain satisfactory academic progress, the determination of student financial aid ineligibility may be ap-

pealed to the director of student financial aid. Student appeals may either be submitted in writing or discussed during a personal appointment. Student appeals not resolved by the director of student financial aid may be further appealed to the assistant vice president for academic affairs.

The above standards of satisfactory academic progress are not designed to replace the standards that the College uses for academic dismissal/probation. It is possible for a student to lose financial aid eligibility without losing status as a degree candidate. However, once a student loses status as a degree candidate, he or she will also lose eligibility for financial aid.

Student financial aid eligibility may be reinstated during the academic year once a student successfully completes the required number of semester hours with the required cumulative grade point average.

Degree and Special Programs

Bachelor of Arts

Degree with liberal arts majors in

African/Afro-American Studies
 Anthropology
 Art—Studio
 Art History
 Biology
 Chemistry
 Communications
 Computer Science
 Economics
 English
 Film Studies
 French
 General Science
 Geography
 History
 Justice Studies
 Labor Studies
 Latin American Studies
 Mathematics
 Music
 Philosophy
 Physics
 Political Science
 Political Science/Public Administration
 Psychology
 Sociology
 Spanish
 Theatre
 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
 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.

A similar opportunity is available through an elective program in bilingual-bicultural education. This program, however, is 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 dean.

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 Service—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 at least five years of interruption in their education since high school. The program requires students to design their own academic concentrations. This structure gives students the flexibility to plan a unique program 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 11 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 credit 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 dean.

The National Student Exchange Program

The National Student Exchange is a group of over 145 four-year colleges and universities that allow undergraduate students to study for up to one academic year at 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; and (3) have a minimum cumulative grade point average of 2.5 at the time an application is submitted.

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 wide variety of countries worldwide; the office provides information about specific programs and sponsors special programs. The Study Abroad Office, in collaboration with the Office of the Dean of the Faculty of Arts and Sciences, runs a summer program called "The London Course," in conjunction with South Bank University and Anglo-American Educational Services, Limited. "The London Course" includes a presemester at the College during Summer Session I and a three-week residential program in London, England, during Summer Session II. The Study Abroad Office also collaborates with the Office of the Dean of the Feinstein School of Education and Human Development to send education students to the University College of St. Martin in Lancaster, England. In addition, the College participates in the New England-Quebec exchange program, enabling students to study at any university in this Canadian province. Rhode Island College is the national representative for the French Language Summer Abroad Program with TRFLE 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 Ridgway 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 General Education 2000, 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. See College Writing Requirement on page 29.
3. The College Mathematics Requirement. See College Mathematics Requirement on page 30.
4. A minimum of 120 credits, with a minimum of 30 taken at Rhode Island College. Of the 30 credits, a minimum of 15 must be in the major, 12 of which must be at the 300 level.
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) General Education 2000; (2) a major or, for elementary education, a teaching concentration; (3) cognates; and (4) electives. Education, nursing, and social work 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 2000

General Education 2000 is required in all curricula and provides a common experience within certain defined areas for all students (see page 86).

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. Students must complete a minimum of 30 semester hours at Rhode Island College. Of the 30 semester hours, a minimum of 15 must be in the major, 12 of which must be at the 300 level. Exceptions to this requirement must be approved by the chair of the major department and the appropriate dean.

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 from selected disciplines or special education. Students in secondary education, in addition to a major, may choose certain teaching concentrations in special education.

Education curricula, specialized Bachelor of Science curricula (see Bachelor of Science degrees on page 26), the Bachelor of Social Work, the Bachelor of Fine Arts, and the Bachelor of Music in performance, all have extensive major requirements. These 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. Many 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 a second major or minor 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.

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 still must fulfill the arts and sciences course requirements for the appropriate degree.

College Writing and Mathematics Requirements

The Rhode Island College faculty believes that the critical and analytical skills emphasized by the College Writing Requirement and the College Mathematics Requirement serve as a necessary foundation for General Education 2000 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 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 will have that noted on their schedules and grade reports. 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.

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

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.

College Mathematics Requirement (CMR)
Students are urged to complete the College Mathematics Requirement by the end of their first semester of study at the College. Students who have not fulfilled the requirement will have that noted on their schedules and grade reports.

Students who do not satisfy the College Mathematics Requirement by the end of their first semester (15 or more attempted semester hours at Rhode Island College) will be placed on academic probation.

Note: Fulfillment of the College Mathematics Requirement is distinct from and does not substitute for completion of the mathematics components of General Education 2000.

•**Entering Freshmen:**

1. Students who score 480 or better on the quantitative portion of the SAT-I will have met the CMR.

2. Freshmen who scored less than 480 on the quantitative portion of the SAT-I will be required to take the Mathematics Assessment Examination prior to or during freshman orientation. Students who achieve a satisfactory grade on the assessment examination will have met the CMR.

3. Students who do not achieve a satisfactory grade on the assessment examination must enroll in Mathematics 010 prior to or during their first semester at Rhode Island College. Should such a student fail to earn a satisfactory grade during that semester, he/she shall be required to retake Mathematics 010 until successful completion.

•**Entering Transfer Students:**

1. Students who score 480 or better on the quantitative portion of the SAT-I will have met the CMR.

2. Students who receive transfer credit for a course deemed equivalent to Mathematics 010 or 177 or higher will have met the CMR.

3. Transfer students who do not fulfill the CMR by 1 or 2 above will be required to take the Mathematics Assessment Examination prior to or during their first semester at Rhode Island College. Students who achieve a satisfactory grade on the assessment examination will have met the CMR.

4. Students who do not achieve a satisfactory grade on the assessment examination must enroll in Mathematics 010 prior to or during their first semester at Rhode Island College. Should such a student fail to earn a satisfactory grade during that semester, he/she shall be required to retake Mathematics 010 until successful completion.

Special Admission and Retention Policies

Certain programs have special admission and retention requirements. These programs include art (studio concentration and BFA), 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 75 or consult with the Office of the Associate Dean, the Feinstein 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 evaluate academic programs. Such tests may be departmentally based or they may be more broadly based. Students may be required to take specific 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.

NCR—Failing grade in course taken through 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 multistrike. Error on the submitted grade sheet.

ALD—Notation for course which was audited.

For courses restricted to H, S, U grades:

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

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

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

Repeating a Course

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

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 and grade 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 (summer sessions not included). For further information, students and their advisors should consult the *College Handbook*.

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. Special forms are required for petitioning the panel of administrators for withdrawal during the last two weeks of the semester. Forms are available in the offices of the academic dean.

Additional information on options and procedures is available from the Records Office.

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 audited courses be counted for credit toward a degree.

Studying at Other Colleges

Undergraduate degree candidates who plan temporarily to leave the College to study elsewhere are required to file a Leave of Absence form. This form is required to ensure the accurate and timely posting of transfer credit from the visiting 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 minimum 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 minimum cumulative grade point average of 3.0, as well as a minimum 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, regardless of major, 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 a minimum grade point average of 3.0, full-time status, and makes satisfactory progress toward completing the program.

In addition to the merit-based scholarships, the College Honors Program offers the Eleanor M. McMahon Award to an outstanding graduating senior, the John Nazarian Honors Award to an outstanding incoming freshman, and the Wal-Mart Honors Scholarship to an outstanding incoming freshman majoring in science, mathematics, or technology.

General Education Honors

Students in General Education Honors take at least six classes, normally including the four honors core courses, from their 10 general education courses and Writing 100 in specially designed 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. Residence hall scholarships for honors students may also be available.

Successful completion of General Education Honors requires a minimum grade point average of 3.0 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 invited into the program normally rank in the top 20 percent of their high school class, have taken demanding academic schedules, and have scored at least 1100 on the SAT-I. Students may also join the program on the basis of their performance at the College during their first semester. Special arrangements can be made for transfer students who wish to join the honors program.

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 2000 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 minimum grade point average of 3.0 for all courses taken in the major and a minimum cumulative grade point average of 2.5.

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

Graduation Honors

Graduating seniors are cited for honors at the annual commencement exercises, according to the following standards: a cumu-

lative 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 a minimum of 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 encourages high personal, professional, and intellectual standards and recognizes outstanding contributions to education. More than 170 colleges in the United States have chapters in this society.

Alpha Delta Mu

The Beta Chi Chapter of Alpha Delta Mu, national social work honor society, was organized at the College in 1982. Alpha Delta Mu is dedicated to 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.

Pi Alpha Theta

The Kappa Pi Chapter of Pi Alpha Theta, international honor society in history, was organized at the College in 1966. It recognizes history students who maintain high standards in their college studies. It promotes the study of history by

encouraging research, good teaching, exchange of ideas, and publication. Over 700 chapters exist across the United States, Canada, and the Philippines.

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. Keeffe Award for Excellence
- Theodore Lemeshka Award

College Honor Program

- Eleanor M. McMahon Award

Communications

- Communications Achievement Award
- Maryellen Hoye Memorial Fund

Educational Studies

- Educational Studies Senior Award
- Epsilon Pi Tau, Beta Sigma Chapter Award
- Joseph F. Kauffman Annual Prize
- Katherine Murray Prize

Elementary Education

- Elementary Education Faculty Award

English

- English Faculty Writing Award
- Jean Garrigue Award
- Amy A. Thompson Memorial Prize

Film Studies Program

- Tess Hoffman Film Studies Award

Health and Physical Education

- Health and Physical Education Faculty Senior Award

History

- Claiborne deB. Pell Award
- Evelyn Walsh Prize

Intercollegiate Athletics

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

Management and Technology, Center for

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

Music, Theatre, and Dance

- Peter Jeffrey Archambault Memorial Award
- Marjorie H. Eubank Performing Arts Award
- Cantor Jacob Hohenermer Award
- Katherine Bryer Krueger Music Fund
- Alice K. Pellegrino Music Education Award
- Rhode Island College Theatre Award
- Yetta Rauch Melzer Dance Award

Nursing

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

Philosophy

- Thomas R. Howell Award

Physical Sciences

- American Institute of Chemists Award
- Ronald J. Boruch Award
- Chemical Rubber Company Award
- Departmental Physics Award
- Renato and Elena Leonelli Physical Science 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

- Elisa F. Bonaventura Award
- Josephine A. Stillings Award
- Student Affairs
- Rose Butler Browne 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 programs leading to the degrees of Master of Arts, Master of Arts in Teaching, Master of Education, Master of Fine Arts, Master of Music Education, Master of Science, and Master of Social Work. 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 gives students the latitude to pursue individualized programs leading to the M.A., M.S., M.Ed., and C.A.G.S.

Rhode Island College, in cooperation with the University of Rhode Island, offers programs leading to the Master of Public Administration and to the Doctor of Philosophy in education.

The graduate faculty at Rhode Island College consists of approximately 250 designated members of the 25 academic departments within the College.

The 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:

Biology
Counseling (Agency Counseling, Agency Counseling—Chemical Dependency Counseling, Educational Psychology, School Counseling)
English
English—Creative Writing
History
Individualized Master of Arts
Mathematics
Psychology

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
Elementary Education
English
History
Music Education
Secondary Education (Biology, Chemistry, English, French, General Science, His-

tory, Mathematics, Physics, 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
Elementary Education
Elementary Education (Early Childhood)
Health Education
Individualized Master of Education
Reading
School Administration
Secondary Education
Secondary Education (Biology, Chemistry, English, French, General Science, History, Mathematics, Physics, Spanish)
Special Education (Early Childhood—Birth through K; Elementary Special Needs—Behavior Disorders; Elementary, Severe/Profound 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 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)
Individualized Certificate of Advanced Graduate Study
School Administration
School Psychology
Special Education (Administration)

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. Essentially interdisciplinary in nature, these programs provide students with the opportunity to pursue graduate work in areas of specific academic interest or need. They may be oriented toward special career preparation or toward unique scholarly pursuits.

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 programs is subject to the criteria approved by the Committee on Individualized Graduate Programs.

The plan of study for the individualized program is designed by the student in consultation with academic advisors, subject to criteria established by the Committee on Individualized Graduate Programs. 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 (RITE) Program

The Rhode Island Teacher Education (RITE) Program 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, chemistry, English, French, general science, history, mathematics, physics, social studies, 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 Program

The Master of Public Administration program provides concentrated study in public administration. The program is offered cooperatively by Rhode Island College and the University of Rhode Island. See Public Administration in the program/course section of this catalog.

Accelerated B.A./M.A. Options

Biology, psychology, and theatre offer accelerated five-year B.A./M.A. (individualized M.A. in theatre) options for highly motivated students. These "fast track" programs require careful planning in conjunction with an academic advisor and summer courses in at least two summers. Each program allows students to complete both a B.A. and an M.A./individualized M.A. within five years. The transition to graduate-level work begins early in the fourth year; this allows sufficient time for the student to complete an independent thesis project in addition to the course work required for the undergraduate and graduate degrees.

Educator of Gifted Children Certificate Program

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

Admissions

Admission Procedures/Requirements

The primary factor in admission 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. Normally applicants are expected to have attained a minimum cumulative grade point average of B (3.0 on a 4.0 scale) in their undergraduate work.

Applicants with undergraduate averages below this level, but not less than 2.0, may be admitted to degree candidacy upon the submission of other evidence of academic potential, for example, satisfactory performance in post-baccalaureate work, professional experience as evidenced by publication or letters of recommendation, and/or high scores on the standardized tests referred to below. 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, or sexual orientation/preference.

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 assistantships and scholarships is April 1. (Those interested in applying to the 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 (GRE) or the Miller Analogies Test (MAT). See departmental requirements.
5. Three letters of recommendation attending to the 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 (GRE).

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

The Graduate Record Examination is offered 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, including Subject Tests if required, as appropriate.

However, once the new GRE is introduced, applicants should take the package containing the Mathematical Reasoning or Quantitative Reasoning test, as appropriate. 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 admission procedures and requirements as described above. In addition, applicants 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 48.

Metropolitan Tuition Policy (MTP)

See page 48.

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 sections summarize 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 admissions process. A candidate is not formally accepted into a graduate program until a plan of study is on file in the School of Graduate Studies.

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

A student's plan of study 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 exemption is granted by the departments and the dean of the School of Graduate Studies.)

Academic Standing

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

If a degree candidate does not maintain a minimum grade point average of B (3.0), 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 minimum grade point average of B (3.0) 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 description for additional information on these requirements.

Repeating a Course

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

Satisfactory and Unsatisfactory Grades

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

Incomplete Grades

For graduate students, a report of Incomplete shall be given in place of a grade when the work of the semester has been pending 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 following 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 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 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 at the student's request and according to the standard College refund schedules.

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

Thesis/Comprehensive Examination/Field Project

Students are responsible for meeting all departmental requirements for the thesis, comprehensive examination, field project, or their equivalents.

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

ficial 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. Telephone and fax requests cannot be honored. A one-time charge of \$25 entitles the student to transcripts upon appropriate request.

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 Feinstein School of Education and Human Development

In addition to the basic degree and departmental requirements, degree candidates in the Feinstein 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 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.

Fees and Expenses

The fees described in the following sections are for the 1998-99 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

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.

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 (General Fee)	\$158	\$320
Library Fee	4	4
Technology Fee	3	3
Recreation Fee	4	4

Note: All graduate students pay a registration fee of \$37 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.

Students accepted into a second degree undergraduate program or into the RITE 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

Transcript Fee

\$25 one-time fee charged to all students to cover all transcript requests an individual makes

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 nonprint 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 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 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 in 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, Berkley, Blackstone, Dartmouth, Dighton, Douglas, Easton, Fall River, Foxboro, Franklin, Freetown, Hopedale, 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 a policy of 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, transcripts, 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/studio 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 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 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 of 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 Gladys Coreva-Baker Scholarship, awarded to a minority and/or woman student, and the Mary G. Dawey 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/or 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 may also be employed in designated career-oriented and other jobs both on and off campus. Interested students should register for employment with the Office of

Student Employment located in 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. In-

terest rates on both subsidized and unsubsidized loans are variable and are adjusted on July 1 each year. The interest rate on unsubsidized loans charged while students are enrolled and during the six-month grace period is based on the three-month treasury bill rate plus 2.5 percent. During the repayment period, the interest rate on both subsidized and unsubsidized loans is based on the three-month treasury bill rate plus 3.1 percent. Both loans have an interest cap of 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 \$8,500 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 \$6.00 to \$8.00 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.

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 is 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 Feinstein 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 400,000 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 DeCantus, 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 Feinstein 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. 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 58.

Audiovisual Department

The Audiovisual Department is a centralized instructional support service that provides a full range of instructional media and related services for faculty, staff, and students.

The department's equipment and facilities include projection media, audio and video recorders and players, audio and video duplication services, and portable television systems. Newer offerings include video projection and interactive videodisc players. The department maintains a library of 8,000 educational films and videotapes. Department staff will assist faculty in locating and ordering rental media.

In addition to providing classroom services, the Audiovisual Department supplies portable public address systems, maintains built-in systems for auditorium use, 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 as a teaching school for RIC students who wish to become teachers, while educating its elementary student population. The Barnard school also participates in educational research activities, it provides a site for clinical

experiences, 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, industrial technology, music, and art. The school enrolls pupils from child care through grade six.

The Barnard School 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 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 Feinstein 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 Feinstein 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. There are located in microcomputer laboratories in Adams Library, Gage Hall, Henry Barnard School, Mann Hall, and Whipple Hall. A campus-wide ethernet

network connects most of these labs, allowing access to the Internet and World Wide Web. The ethernet is currently being expanded throughout the campus. An AT&T network connects the mainframe to an administrative terminal system used for the management and reporting of institutional information. Academic User Services, located in Gage Hall, supports computing with workshops, consulting, and dispatch services.

Curriculum Resources Center

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

The CRC collection includes audiovisuals, curriculum guides, games, microcomputer software, microfiche, multimedia materials, periodicals, reference materials, simulations, and textbooks. All subjects from kindergarten through grade 12 are represented. Some preschool materials are also available.

Center services include circulation of resources, class orientation, connection to on-line databases for kindergarten through grade 12 instruction, interlibrary loan, media preview, reference assistance, and text copy. The CRC home page provides links to the HELIN catalog, to K-12 curriculum resource sites, lesson plans, and world press news coverage for global education. The CRC home page can be accessed through the Rhode Island College website: www.ric.edu under the heading Adams Library.

The CRC is affiliated with local, regional, and national education associations and is cited 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 and charitable foundations. It is staffed by members of the College's Department of Economics and Finance. 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 240 university and college centers.

Center for Educational Management Development

The Center for Educational Management Development is a unit in the Fernisic 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' continuation toward the doctorate in educational administration.

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.

Multimedia Center

The Multimedia Center consists of the Language Laboratory and the adjacent Computer Instruction Laboratory. The centerpiece of the facility is a Sony ILC-9000 Console, part of a 24-station intermedia 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.

Outreach Programs

Outreach programs are grant-funded projects designed to train unemployed and dislocated workers for new employment opportunities. These programs start with assessment of participants' prior professional, educational, and work experience. Training is then provided in emerging technologies, job skills, and other areas, depending on participants' needs. The program is housed in the Center for Management and Technology.

Student Support Services

Student Support Services is a federally funded program that provides 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 receive 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 schools.

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 and mathematics, as well as one freshman-level course for college credit.

Class sizes are small, and individual and group tutoring sessions are frequent. Tutors live in 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, 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 adminis-

tered 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 drafts, 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 Advisee Information Center (page 54)
- Academic Development Center (page 55)
- Career Development Center (page 59)
- Mathematics Learning Center (page 56)
- National Student Exchange Program (page 27)
- New Student Services (page 62)
- Tutorial Services (page 57)
- Writing Center (left column, this page)

Intercollegiate Athletics

Rhode Island College sponsors 17 varsity sports through the Department of Intercollegiate Athletics. Six team sports are offered in the fall, six team sports during the winter, and five during the spring.

Men's teams compete in baseball, basketball, cross country, indoor track, outdoor track, soccer, tennis, and wrestling. Women's teams compete in basketball, cross country, gymnastics, indoor track, outdoor track, soccer, softball, tennis, 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 facilities feature practice and competition sites for basketball, gymnastics, volleyball, and wrestling. In addition, there

are team and general 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 sports 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 scholarship awards in the following sports: in men's baseball, basketball, cross country, soccer, tennis; and in women's basketball, cross country, soccer, softball, tennis, 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, Western Connecticut State University, and Keene State College.

Campus Center

The Campus Center, located in the Student Union, offers facilities, services, conveniences, and amenities to all members of the campus community. Located in the Student Union are the Campus Store, Coffee Ground, Campus Card Etc. Office (I.D. Office), Information Center, Games Room, and Video Den. The building also houses the Campus Center Office, the Office of Student Activities, Student Community Government, The Anchor, WXIN Radio, Student Programming, and many other student organizations.

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 (System of Interactive Guidance and Information)—a computer system which helps students examine their values, identify and explore options, and reach informed decisions concerning careers. The office schedules on-campus interviews with prospective employers, sponsors career programs, and conducts workshops on topics such as job search, resume 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.

Chaplain's Office

The Catholic and Protestant chaplains serve the entire Rhode Island College community: students, faculty, administration, and staff. They are available to hear from parents and to speak with them and offer a theological and spiritual perspective on issues of importance to the campus community. In addition to retreats and times of reflection, the chaplains provide prayer and worship services, especially around the liturgical calendar. The Chaplains' Office also sponsors bible studies and workshops on religious topics and current social concerns. Both chaplains provide pastoral care and counseling, spiritual direction, and sympathetic listening at times of need.

The Catholic Campus Ministry offers a program that prepares students for baptism, Eucharist, and/or confirmation, beginning in September (call to register). A Catholic Student Association provides students with an opportunity for ongoing social and spiritual development.

Many service activities and opportunities are coordinated throughout the year, including Thanksgiving Food Baskets, the Christmas Giving Tree, and the Alternative Spring Break Service Project. Students are informed about volunteer opportunities whether long or short term.

Child Care—Cooperative Playgroup

The Cooperative Playgroup, a campus organization sponsored by Student Community Government, 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 kindergartens are enrolled half time.

The Cooperative Playgroup, which is state licensed, employs a certified teacher as well as work-study students. In addition to paying a reasonable monthly tuition, 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. during the academic year. 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 or social problems, academic difficulties, or educational and career planning. Vocational interest 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 may 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, Growing Stage (a student theatre company), and the College's major musical organizations—the Rhode Island College Symphony Orchestra, the Chorus, 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 Bannister Gallery is the site of exhibitions featuring the work of visiting artists and craftsmen, as well as the work of students and faculty. The Performing Arts Series brings prominent 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, *Showfile* publishes student short stories, poems, and visual works.

Student Community 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 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 undergraduate students and graduate students. Five residence halls—Browne, Thorp, Weber, Willard, and Sweet—provide accommodation 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 1998-99 academic year.

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

•Room (per year)
Browne, Thorp, Weber (each hall single rooms only): \$2,650
Willard: \$2,650 (double); \$2,750 (single)
Sweet (double and triple): \$2,850

•Board (per year)
Plan A: 19 meals per week (includes four weekend meals), \$2,800
Plan B: 15 meals per week, \$2,600
Plan C: 180,000 points per year, \$3,000
Plan D: 160,000 points per year, \$2,800
Contact Dining Services for details.

Rooms are contracted on a yearly basis. Upon signing a contract, a student must pay a room reservation deposit of \$100 and a damage deposit of \$100, plus \$10 hall dues. In-room 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 publicized" 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,

poration 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 additional 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. Programs 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, wellness 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 54,000 square foot center currently includes a five-lane, 25-yard, L-shaped heated swimming pool, four-lane, 170 mile indoor track; three multiple playing courts for basketball, volleyball, and tennis; a comprehensive 13-station Eagle-Cyberx weight

training area; and a full complement of locker facilities for men and women, including steam and sauna rooms.

Security and Safety

The Department of Security and Safety provides 24-hour service to the campus community in the areas of law enforcement, security and personal safety, fire safety, and right-to-know laws. The department is also 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 security and safety, Campus Police, parking, traffic regulations, and vehicle registration is available from the department in Brown Hall. Access to the department is also available on the department web page through www.ric.edu.

The department provides a variety of crime prevention materials for the asking. There is also a 24-hour escort service for students, faculty, and staff. This service is available on campus by calling extension 8201 or by pushing the escort button on the Blue Light Emergency Phones.

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 at Rhode Island College is the multicultural affairs office under the Division of Student Affairs. The Unity Center has as its mission to educate, disseminate, and elevate the understanding of and between ethnically and culturally diverse social groups. The Unity Center is an integral asset to the College in preparing

students for success in a dynamically diverse world.

The Unity Center works in collaboration with various offices and departments within the College as well as with the multicultural student organizations on campus. The Unity Center is available as a resource for research, workshops, and artistic presentations that open up further opportunities for dialogue and growth.

The Unity Center is located at the Donovan Dining Center/Mall Level, Room 14.

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.

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 center is also involved in community service. 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 con-

cerns. Referrals to community resources can be provided.

Students with Disabilities

The College is committed to integrating students with disabling conditions (physical, neurological, hearing and visual impairments, learning disorders, ADD/ADHD, chronic conditions, and psychological/emotional problems) 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 with disabilities, 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 57.



Bulletin of
Rhode Island College

**Academic Programs
and Courses**

1998-99 CATALOG

List of Course Abbreviations

ACCT	Accounting	INST	Instructional Technology
ADMN	Administration	ITAL	Italian
AFAM	African/Afro-American Studies	JSTD	Justice Studies
ANTH	Anthropology	LAS	Latin American Studies
ART	Art	LATN	Latin
ARTE	Art Education	LBRS	Labor Studies
BIOL	Biology	MATH	Mathematics
BLBC	Bilingual-Bicultural Education	MEDT	Medical Technology
CEP	Counseling and Educational Psychology	MGT	Management
CHEM	Chemistry	MKT	Marketing
CIS	Computer Information Systems	MLAN	Modern Languages
COLL	College Course	MUS	Music
COMM	Communications	MUSE	Music Education
CSCI	Computer Science	NURS	Nursing
CTE	Career and Technical Education	PBAD	Public Administration
CURR	Curriculum	PED	Physical Education
DANC	Dance	PFA	Performing Arts
ECON	Economics	PHIL	Philosophy
EDP	Education Doctoral Program	PHYS	Physics
ELED	Elementary Education	POL	Political Science
ENGL	English	PORT	Portuguese
ESL	English as a Second Language	PSYC	Psychology
FILM	Film Studies	SED	Secondary Education
FIN	Finance	SOC	Sociology
FNED	Foundations of Education	SPAN	Spanish
FREN	French	SPEd	Special Education
GEN	General Education	SSCI	Social Science
GEOG	Geography	SWRK	Social Work
GRMN	German	TECH	Technology Education
GRNT	Gerontology	TESL	Teaching English as a Second Language
HED	Health Education	THTR	Theatre
HIST	History	WMST	Women's Studies
HONR	Honors	WRTG	Writing
INDT	Industrial Technology		

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

Major

Anthropology

Geography

Minor

Anthropology

Geography

Professors

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

Stanford Demars—*Physical Environment, Outdoor Recreation, Historical Geography*

Carolyn Flueth-Lobban—*Political and Legal Anthropology, Afro-Asiatic and Islamic Studies, History and Theory, Women's Studies, Ethics and Anthropology*

Terence Hays—*Linguistic Anthropology, Medical Anthropology, Oceania*

Richard Lobban, Jr.—*Urban Anthropology, Afro-Asiatic 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 Northwestern North America*
George Epple (chair)—*Maritime Anthropology, Caribbean Cultures, Anthropology and Art*
Pierre Morenon—*Public Archaeology, New England, Native American Studies*

Assistant Professors

- Ellen Bagler—*Educational Anthropology, Ethnicity, Multicultural Education (U.S., Mexico, Puerto Rico)*
Gale Goodwin Gomez—*Linguistics, Indigenous Rights, Environmental Issues, Native People (Latin America, Amazonia, Brazil)*
Mark Motte—*Urban Geography, Urban Planning, Development of Cities*

DEPARTMENT OF ART**Academic Programs**

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

Minors

- Art History
Studio Art

- Graduate Programs
Art Education (M.A., M.A.T.)

Professors

- Samuel Ames—*Painting, Drawing*
Stephen Fisher (chair)—*Printmaking, Drawing*
Krisjohn Horvath—*Sculpture, Design*
Mary Ball Howkins—*Art History*
Curis LaFollette—*Metals, Design*

Associate Professors

- Nancy Evans—*Graphic Design*
Heemong Kim—*Graphic Design*

Assistant Professors

- Paola Ferrario—*Photography*
William Martin—*Sculpture, Design*
Bryan Steinberg—*Ceramics*
Cheryl Williams—*Art Education*

DEPARTMENT OF BIOLOGY**Academic Programs**

- Major
Biology
Minor
Biology
Graduate Programs
Biology (M.A.)
Concentration in Biology (M.A.T., M.Ed.)

Professors

- Edythe Anthony—*Endocrinology, Histology*
Yael Avissar—*Molecular Biology, Biochemistry*
Charles Bohsack—*Botany, Plant Physiology*
Frank Dolyak—*Physiology, Immunobiology*
Neil Gonsalves—*Genetics, Radiation Biology*
Richard Keogh—*Introductory Biology, Cytology*
Jerry Melaragno (chair)—*Plant Structure and Development*
S. Salman Wasti—*Entomology, Parasitology*

Associate Professors

- Kenneth Kinsey—*Animal Behavior, Anatomy*
Lloyd Matsumoto—*Molecular Biology, Genetics*
Thomas Meedel—*Developmental and Molecular Biology*

Assistant Professors

- Dana Kolibachuk—*Microbiology, Molecular Biology, Biotechnology*
Charles Owens—*Bacteriology, Virology*
Marita Sheridan—*Behavioral Ecology*

Adjunct Assistant Professors

- Judith Campbell—*Clinical Laboratory Science*
Frances Ingersoll—*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 Budner—*Mass Communication, Film and Video Production*
Moyné Cullbage—*Interpersonal Communication, Rhetoric, Management and Organizational Communication*

Associate Professors

- Kay Israel (chair)—*Advertising and Public Relations*
Eung-Jun Min—*Mass Communication, Video Production*
Philip Palombo—*Mass Communication, Video Production*

Assistant Professors

- Harriet Magen—*Speech and Hearing*
Audrey Olmsted—*Forensics, Public Communication*

DEPARTMENT OF ENGLISH**Academic Programs**

- Major
English
Minors
English
Writing
Graduate Programs
English (M.A., M.A.T.)
English—Creative Writing (M.A.)

Professors

- Paul Anghinetta—*Modern Fiction, Irish Studies, Interdisciplinary Studies*
Pamela Berison—*Romanticism Literature, Comparative Literature*
Thomas Cobb—*Creative Writing, Rhetoric, 18th-Century British Literature*

- Joan Dagle (chair)—*Narrative Theory, Film Studies, 19th- and 20th-Century Fiction*
Mark Estrin—*Dramatic Literature from its Beginnings to the Present, Film Studies*
Richard Feldstein—*Multicultural Studies, Critical Theory and Feminism, Studies in Popular Culture*
Gary Graub—*17th-Century Prose, 16th- and 17th-Century Poetry*
Spencer Hall—*Romanticism, Critical Theory, Poetry*
Robert Hogan—*19th-Century American Literature, Fiction, Composition*
Kathryn Kalinak—*Film Studies, Critical Theory, American Literature*
Meradith McMunn—*Medieval Literature, History of the English Language, Linguistics*
Judith Mitchell—*Children's Literature, Adolescent Literature, English Education*
Maureen Reddy—*Critical Theory, Victorian Studies, African-American Literature*
A. John Roche—*Writing, American Literature*
Albert Salzberg—*Chaucer and Medieval Literature, Literature and the Opera, Neoclassical Literature*
Barbara Schapiro—*Psychoanalysis and Literature, Modern and Contemporary Fiction*
Amritjit Singh—*American Literature, African-American Studies, Postcolonial Literature and Theory*
Claudia Springer—*Film Studies, Cultural Studies, 20th-Century Literature*
James Tutley—*English Education, Dramatic Literature, Writing*

Associate Professors

- Mark Anderson—*Creative Writing, British Romanticism, Poetry*
Stephen Brown—*18th-Century British Literature, Literary Theory*
Cathleen Calbert—*Creative Writing, 19th- and 20th-Century British Literature, Poetry*
Jon Haux—*Contemporary Fiction, Cultural Theory, American Literatures*
Joseph McSweeney—*Composition and Business Writing, Children's Literature, Adolescent Literature*
Daniel Orsini—*British Literature from 1832 to 1900 (Poetry, Novel), Creative Writing and Introductory Composition, Literature and Science*

Marijke Roemer—*Composition Studies, Renaissance, Pilgrage*
John Salency—*Renaissance Literature, Literary Theory, Victorian Literature*

Assistant Professors

Russell Potter—*History of the Language, Cultural Studies, African-American Literature and Culture*
Daniel Scott III—*Colonial and Postcolonial Writing, Literature of the African Diaspora*
Joseph Zorland—*Children's Literature, American Literature, Critical Theory*

DEPARTMENT OF HISTORY

Academic Programs

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

Professors

George Kellner—*American Urban and Immigration History, 19th-Century United States*
J. Stanley Lemons—*American Cultural and Social History, American Women's History, Rhode Island History*
David Thomas—*Islamic Civilization, Ottoman History, Modern Middle East*

Associate Professors

Peter Browns—*Russia, Eastern Europe*
Ronald Dufour (chair)—*Colonial and Revolutionary America*
Apollos Ntsewa—*Colonial and Modern Africa, Imperialism, Britain*
Jeannine Olson—*Renaissance and Reformation*
Peter Piccollo—*Recent United States History*
Joanne Schneider—*Modern Europe, German History, European Women's History*
Leslie Ann Schuster—*Comparative Labor History, Modern Europe, France*
Tony Teng—*East Asia (China, Japan, Korea), Southeast Asia*

Assistant Professors

Robert Cwoyzyk—*American History, Labor History, History of the South*
Diana Delia—*Ancient History: Greece, Rome, and Egypt*
David Espinosa—*Latin American History: 20th-Century Mexico*

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Academic Programs

Major
Computer Science
Mathematics
Minor
Computer Science
Mathematics
Graduate Program
Mathematics (M.A.)
Concentration in Mathematics (M.A.T., M.Ed.)

Professors

George Anderson—*Probability, Statistics, Digital Networks*
James Bierden—*Mathematics Education*
Ann Moskol—*Applied Mathematics, including Numerical Analysis, Operations Research*
John Nazarian—*Algebra, History of Mathematics, Number Theory*
Mariano Rodrigues—*Analysis, Problem Solving, History of Mathematics*
Robert Salbany—*Statistics, Complex Variables, Differential Equations*
Helen Salzberg (chair)—*Abstract Algebra, Analysis*
Barry Schiller—*Probability, History of Mathematics, Environment*
James Sedlock—*Modern Algebra, Analysis, Introductory Computer Science*
Roger Simons—*Computer Science, Mathematical Logic*
Arthur Smith—*Mathematics Education, Number Theory*

Associate Professors

David Abrahamson—*Applied Mathematics, Differential Equations*

Frederick Harrop—*Number Theory, Abstract Algebra*
Edward McDowell—*Abstract Algebra, Computer Science*
Vivian Morgan—*Problem Solving, Microcomputer Education*
James Schaefer—*Computer Science*

Assistant Professors

Lisa Doolittle Humphreys—*Applied Mathematics, Partial Differential Equations*
Charles Roy—*Operator Theory, Statistics*
Namita Sazwagi—*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
Spanish
Additional Courses
German
Italian
Latin
Graduate Programs
Concentration in French or Spanish (M.A.T., M.Ed.)

Associate Professors

Dix Coons—*Latin American Literature, 19th-Century Peninsular Literature, Novel and Short Story*
Ghislaine Gélinois—*French Language and Literature, 19th and 20th Century, Film Studies*
Olga Juryn (chair)—*Latin American Literature, 20th-Century 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*
Naomi Parker—*Portuguese Language, Portuguese and Brazilian Literature*

DEPARTMENT OF MUSIC, THEATRE, AND DANCE

Academic Programs

Major
Music
Music Education
Performance (B.M.)
Theatre with concentration in
Design/Technical
General Theatre
Musical Theatre
Performance

Minor

Dance
Music
Theatre
Graduate Programs
Music (M.M.Ed., M.A.T.)
Theatre (M.F.A.)

Professors

Robert Boberg—*Piano, Music Education, Composition*
David Burr—*Acting, Directing, Touring Theatre*
John Custer—*Scenic and Lighting Design*
Robert Elam—*Theory, Piano, Composition, Conducting*
P. Williams Hutchinson (chair)—*Acting, Directing, Internship Program*
William Jones—*Voice, Music Education*
George Mack—*Cello, Theory, Music History*
Edward Markward—*Conductor, Voice*
Philip McClintock—*Clarinet, Saxophone, Music Education*
John Pellegrino—*Trumpet, Orchestration, Bass*
Edward Scheff—*Managing Director of Theatre and Dance*
Raymond Smith—*Music History and Literature, Musicology*
Judith Lynn Stillman—*Artist-in-Residence, Piano*

Associate Professor

John Sumnerlin—*Violin, Viola, Music Literature*

Assistant Professors

Christopher Abernathy—*Technical Director, Scene and Lighting Design*
 Dante Del Giudice—*Dance*
 Robert Franzblau—*Wind Ensemble, Theory, Music Education*
 William Wilson, Jr.—*Musical Theatre Performance*

Costume Designer

Barbara Matheson—*Costume Design, Makeup*

DEPARTMENT OF NURSING**Academic Program**

Major
 Nursing

Professors

Mary Burke—*Pediatric Nursing*
 Anne Cary—*Medical/Surgical Nursing*
 Linda Cathers—*Maternal-Newborn, Health*
 Margaret Hainworth—*Psychiatric/Mental Health*
 Rebecca Lassar—*Maternal-Newborn, Health*
 Carol Shelton—*Community Health Nursing*

Associate Professors

Patricia Cunningham-Warburton—*Psychiatric/Mental Health*
 Yolande Lockett—*Pediatric Nursing/Physical Assessment*
 Angela Murphy—*Pediatric Nursing*
 Sandra Rasmussen—*Psychiatric/Mental Health*
 Patricia Thomas (chair)—*Community Health Nursing*
 Jane Williams—*Medical/Surgical Nursing*
 Carolyn Wood—*Maternal-Newborn, Health*

Assistant Professors

Patricia Beazer—*Maternal-Newborn*
 Mary Byrd—*Community Health Nursing*
 Joanne Costello—*Community Health Nursing*
 Geraldine DeNuccio—*Medical/Surgical Nursing*
 Judith Doherty—*Medical/Surgical Nursing*
 Mary Foote—*Maternal-Newborn*

Dolores Harrison—*Medical/Surgical Nursing*
 Donna Huntley-Newby—*Maternal-Newborn, Health Nursing*
 Colette Mattrese—*Maternal-Newborn, Health Nursing*
 Dorothy Petracca—*Community Health Nursing*
 Patricia Quigley—*Medical/Surgical Nursing*
 Alicebelle Rubotzky—*Medical/Surgical Nursing*

DEPARTMENT OF PHILOSOPHY**Academic Programs**

Major
 Philosophy
 Minor
 Philosophy

Professors

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

Assistant Professor

Tomoji Shogejuni—*Philosophy of Language*

DEPARTMENT OF PHYSICAL SCIENCES**Academic Programs**

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

Graduate Programs
 Concentration in Chemistry, General Science, Physics (M.A.T., M.Ed.)

Professors

Barry Gilbert—*General Physics, Atomic and Nuclear Physics*
 Peter Glanz—*General Physics, Quantum Physics*
 David Greene—*General Chemistry, Inorganic Chemistry*
 Arthur Laffreri—*Organic Chemistry*

Elaine Magyar—*General Chemistry, Organic Chemistry*
 James Magyar—*Instrumental Analysis, Organic Chemistry*
 Charles Marzaccio—*General Chemistry, Physical Chemistry*
 Robert Viens—*General Physics*
 John Williams—*General Chemistry, Organic Chemistry*

Associate Professors

Laura Cooley—*General Chemistry, Physical Chemistry*
 Douglas Fardon (chair)—*Astronomy, Physics*
 Peter Meyer—*Oceanography, Geology*
 Paul Tiskus—*Science Education*

Assistant Professors

Marc Lamontagne—*Analytical Chemistry, Instrumental Analysis, Environmental Chemistry*
 Daniel Snowman—*Physics, Computational Physics*

DEPARTMENT OF POLITICAL SCIENCE**Academic Programs**

Major
 Political Science
 General Major
 Public Administration
 Minor
 Political Science

Professors

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

Associate Professors

Clas Hofhansel—*Comparative and International Politics*
 Nancy Oppenlander—*Research Methodology, Computer Applications, Public Law*
 John Perrotta—*Public Policy, Public Law*

Carey Rickabaugh—*Public Law, International Politics, Developmental Politics*

Assistant Professor

Laurence Weil—*Congress, Baroque/Politics, Public Policy*

DEPARTMENT OF PSYCHOLOGY**Academic Programs**

Major
 Psychology
 Minor
 Psychology
Graduate Program
 Psychology (M.A.)

Professors

Lenore DeLucia—*Experimental Child Psychology, Child Psychology*
 Allan Fingres—*Introductory Psychology, Experimental Psychology*
 Florence Hennes—*Statistics, Measurement, Educational Psychology*
 John Laffey—*Clinical Psychology, Drugs and Behavior*

Barbara Anderson Lounsbury—*Statistics, Measurement, Educational Psychology*
 Thomas Malloy—*Developmental and Social Psychology*
 James McCroskery—*Research Methods, Health Psychology*
 Robin Montvilo—*Developmental Psychology, Experimental Psychology*
 Tom Randall (chair)—*Developmental Psychology, Personality*
 Joan Rollins—*Social Psychology, Psychology of Women*

James Rubovits—*Educational Psychology, Industrial Psychology, Behavioral Analysis*
 Pamela Rubovits—*Developmental Psychology, Clinical Child Psychology*
 David Sugarman—*Social Psychology, Lifespan Development*
 Richard Tropper—*Introductory Psychology, Statistics, Computer Applications*

Associate Professors

Fredric Agastest—*Social Psychology, Personality*
 Dorothy Bianco—*Personality, Abnormal and Clinical Psychology, Women's Studies*

Donald Cousins—*Child Psychology, Developmental Psychology, Cognition*
 Beverly Goldfield—*Development Language*
 Earl Simson—*Physiological Psychology, Experimental Psychology, Statistics*
 Duncan White—*Experimental Psychology, Statistics, Comparative Psychology*

Assistant Professor

Jill Chafetz—*Child Language, Statistics, Experimental Methods*

DEPARTMENT OF SOCIOLOGY**Academic Programs**

Major
 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—*Research Methods, Family, Urban Sociology, Theory*
 Rachel Filmon—*Gerontology, Medical, Family, Research Methods*
 Pamela Irving Jackson—*Criminology, Criminal Justice, Research Methods, Minorities*
 Thomas Ramirez (chair)—*Theory, Family, Law, Religion*
 John P. Roche—*Ethnic Studies, Family, Social Psychology*

Associate Professors

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

Assistant Professors

Jason Blank—*Aging, Organization, Criminal Justice*
 Sandra Essos—*Criminal Justice, Service Learning, Law and Society*

INTERDISCIPLINARY AND OTHER PROGRAMS

African/Afro-American Studies
 Clinical Laboratory Science
 Film Studies
 Bachelor of General Studies
 Gerontology
 Labor Studies
 Latin American Studies
 Pre-Dental
 Pre-Law
 Pre-Medical
 Pre-Occupational Therapy
 Pre-Optometry
 Pre-Physical Therapy
 Pre-Veterinary
 Radiologic Technology
 Women's Studies

Feinstein School of Education and Human Development

David E. Nelson

Dean

Florence Hennen

Associate Dean

Susan J. Schenck

Director of Clinical Experiences

The Feinstein School of Education and Human Development provides accredited programs that prepare educational and human service professionals for success in school and agency settings. The Feinstein School is dedicated to excellence in education, offering programs that contribute to personal development in human service settings. Faculty commitment to professional education is evidenced by excellence in teaching; research in educational theory and practice; professional service to the community and to local, state, and national educational agencies; and participation in service to the school and to the College.

The teacher education and human service programs of the school equip graduates with the knowledge, skills, and attitudes of effective professionals who exhibit lifelong commitment to learning and who use their knowledge, talents, and skills in service to others. All undergraduate students are to participate in community service and demonstrate competency in using technology in the classroom. Students may complete these requirements on an individual basis or through one or more courses in the undergraduate program.

The Conceptual Framework Development is the theoretical foundation for all the professional programs offered by the Feinstein School of Education and Human Development. This framework and its unifying themes provide a structure for the content and experiences in teaching and human service programs. The Conceptual Framework is based on the "reflective practice-

ner," which is a representation of the consummate professional who applies the principles of critical, situational evaluation in learner- or client-centered adaptive practice using three key aspects of the framework: planning, action, and reflection.

ADMISSION TO TEACHER PREPARATION PROGRAMS

Students who are in good academic standing and who have completed at least 12 semester hours of course work initiate a second application procedure required for admission to all teacher preparation programs at Rhode Island College. Admission to the Feinstein School of Education and Human Development will not be finalized until students have completed at least 24 semester hours of course work, which may be earned at Rhode Island College or may be transferred from another regionally or nationally accredited college or university or may be a combination of College semester hours and transfer semester hours.

Admission Process

Application packets may be obtained from the Office of the Dean of the Feinstein School of Education and Human Development (Horace Mann 105), from departments (listed below) which offer teacher preparation programs, or from the Department of Counseling and Educational Psychology (Adams Library 101).

Department of Art; Art Center 100

•Art Education K-12

Department of Educational Studies:

Henry Barnard School 222

•Secondary Education (see majors listed on page 301)

•Career and Technical Education 9-12

•Technology Education K-12

Department of Elementary Education:

Horace Mann Hall 217

•Elementary Education/Early Childhood Program

•Elementary Education/Generalized Program

•Elementary Education/Middle School Program

Department of Health and Physical Education:

Intervolante Athletic and Physical Education Complex 130

*Physical Education K-12
 *Health Education K-12
 Department of Music, Theatre, and Dance:
 Robert Hall 215

*Music Education K-12
 Department of Special Education:
 Horace Mann Hall 049
 *Elementary Education/Special Education with concentration in Mild/Moderate Disabilities, Kindergarten through Middle School Level
 *Elementary Education/Special Education with concentration in Severe/Profound Disabilities, Ages 3-21
 *Secondary Education/Special Education with concentration in Mild/Moderate Disabilities, Middle School through Secondary School Level

Students interested in the art education or music education program should get application materials from the Department of Art or the Department of Music, Theatre, and Dance. Candidates for admission to the art or music education program should contact the department chair as soon as they are admitted to the College for specific information about the required courses in these programs and the prerequisites for admission. Candidates interested in special education programs apply for admission both to the Department of Special Education and either to the Department of Elementary Education or to the Department of Educational Studies (Secondary Education).

Most applicants acquire and complete the application materials prior to or while they are enrolled in Counseling and Educational Psychology 215: Educational Psychology. This course is a prerequisite course for admission to teacher preparation programs. Applicants who transfer a course equivalent to Counseling and Educational Psychology 215 into the College should complete the application materials immediately upon admission. Completion of basic skills tests is required for admission (see below) and should be completed before or during enrollment in Counseling and Educational Psychology 215. Transfer students must complete these tests as soon as possible. Registration for these tests is through the Educational Testing Service in Princeton,

New Jersey. Application forms for these tests are available at the Testing Center, The Forman Center 201, or in the Office of the Dean of the Feinstein School of Education and Human Development, Horace Mann 105. These tests are only given on nationally scheduled dates. It takes about six to eight weeks to receive scores for these tests. Individuals with disabilities should read the Special Registration Options section in the *Praxis Registration Bulletin* for information on requesting alternative test administration.

Admission Criteria

The applicant's academic performance and related experiences that indicate potential for success as a teacher are reviewed in the admission process. The application materials submitted by the student must provide evidence of the following:

1. Completion of at least 24 semester hours from a nationally or regionally accredited institution by the end of the semester in which the candidate applies for admission to a teacher preparation program at Rhode Island College.
2. Attainment of a minimum grade point average of 2.50 in all courses taken prior to admission to a teacher preparation program. Candidates who transfer to Rhode Island College from another school must meet this same requirement and provide official transcripts from all schools previously attended.
3. Completion of Counseling and Educational Psychology 215: Educational Psychology with a minimum grade of C.
4. Completion of the Rhode Island College Writing Requirement and the Mathematics Requirement. (See pages 29 to 30.)
5. Completion of a statement of commitment to the teaching profession and/or a specialty within the profession. Information about this criterion is included in the admission packet.
6. Documentation of pre-professional experience with children or youth. Information about required documentation for this experience is available in the office of the department in which the

teacher preparation program for which the candidate is applying is located.

7. Submission of two recommendations. One must be provided by a college faculty member familiar with the candidate's academic performance. One must be provided by a professional person familiar with the candidates pre-professional experience with children or youth.
8. Successful completion of all of the subtests of the Pre-Professional Skills Test (PPST) of the Praxis I Series. Candidates who have already completed or are in the process of completing the Communications and General Knowledge subtests of the Core Battery of the National Teachers Examination in the Praxis II Series may substitute the scores on these two subtests for the scores on the PPST until January 1, 1999.
9. Fulfillment of all the departmental admission requirements for a particular teacher preparation program. Information about these requirements is available from the chair of the department in which the teacher preparation program for which candidate is applying is located.

Admission Procedures

Students submit the completed application to the office of the appropriate department. The Admission and Retention Committees in the respective departments will evaluate the information provided in the application packet and make a recommendation about the candidate's admission to a teacher preparation program. Students who plan to teach special education at the elementary or secondary level must submit the completed packet to the Department of Elementary Education or to the Department of Educational Studies (Secondary Education), whichever is appropriate. Application packets will be evaluated by one or the other of these departments and forwarded to the Department of Special Education for a second evaluation for admission to a special education program. In cases where the departments disagree, a conference committee of persons from relevant departments will meet to resolve the disagreements. Students who decide

they wish to teach Special Education sometime after being admitted to an elementary or secondary education program must apply for separate admission to the Department of Special Education. Following departmental action, the application and departmental recommendation are forwarded to the associate dean of the Feinstein School of Education and Human Development.

Students admitted to one teacher preparation program who wish to transfer to or add another program within the school must inform their advisor or department chair of their decision and request for admission to the new program. Information used in the original application may be used in the new application. This information can be retrieved from the department files or the office of the dean. Scores on the PPST (or NTE) must be used for application within five years of the date of completion of the examination.

The associate dean reviews the recommendations of the department. If the associate dean, the department chair, and the department committee concur, a letter is sent informing the applicant of their decision. If the associate dean does not concur with the recommendation of the department, the associate dean and the departmental committee confer and the applicant is then informed in writing. If their decision is negative, the applicant may reapply to the department by submitting additional information to supplement information in the original application. The student may request a personal interview with the Department Admission and Retention Committee. The departmental recommendation for admission based on a reapplication is forwarded to the associate dean who reviews the application and informs the applicant of the decision.

Appeal Process

The applicant may appeal a negative decision for admission to a teacher preparation program to the dean of the Feinstein School of Education and Human Development on the basis of policy or procedure. Any applicant initiating an appeal must provide additional and

substantiating evidence to support the appeal. Subsequent appeals should follow College policy for student appeals (see the *Rhode Island College Student Handbook*).

ADMISSION TO GRADUATE TEACHER EDUCATION PROGRAMS

Admission Process and Criteria

General descriptions of graduate programs in education, along with admission procedures and requirements for all graduate programs in education, are presented in the Graduate Studies section beginning on page 39. 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
 Counseling (M.A.) with concentration in Agency Counseling
 Agency Counseling—Chemical Dependency Counseling
 Educational Psychology
 School Counseling
 Counselor Education (C.A.G.S.)
 Counselor Education (C.A.G.S.) with concentration in Mental Health Counseling
 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 Rothschild—*Individual, Existential, Group, and Sex Therapy*
 Felicia Wilczemski—*Educational/School Psychology, Cognitive/Behavioral Assessment and Intervention, Research Methods*

Assistant Professor

Gail Lawson—*Psychopathology, Educational Psychology, School Psychology*

DEPARTMENT OF EDUCATIONAL STUDIES

Academic Programs

Curriculum
 Secondary Education with various majors
Majors
 Career and Technical Education
 Technology Education
Graduate Programs
 Bilingual-Bicultural Education (M.Ed.)
 Educator of Gifted Children Certificate
 Rhode Island Teacher Education (RITE)

Program with concentration in Biology, Chemistry, English, French, General Science, History, Mathematics, Physics, Social Studies, or Spanish
 School Administration (M.Ed., C.A.G.S.)
 Secondary Education (M.Ed.) with concentration in Biology, Chemistry, English, French, General Science, History, Mathematics, Physics, or Spanish
 Secondary Education (M.A.T.) with concentration in Biology, Chemistry, English, French, General Science, History, Mathematics, Physics, or Spanish
 Teaching English as a Second Language (M.A.T., M.Ed.)
 Technology Education (M.Ed.)
Specialization
 Bilingual-Bicultural Education

Professors

James Biersden—*Mathematics Education*
 John Buccicci—*Philosophy of Education, Cultural and Social Foundations of Education*
 Edward Bronzick—*Technology Education*
 Marilyn Ennet—*Secondary, College, and Adult Reading*
 William Holland—*School Administration, Curriculum*
 Philip McClintock—*Music Education*
 Judith Mitchell—*English Education*
 David Nelson—*Reading, Research*
 Carolyn Panofsky (chair)—*Foundations, Diversity in Schools*
 Arthur Smith—*Mathematics Education*
 Milburn Stone—*Social Studies Education*

James Turley—*Educational Leadership, English Education, Secondary Education*

Associate Professors

C. David Brell, Jr.—*Foundations, Instructional Design, Media Production*
 James Davis—*Computer Instruction, Instructional Design, Media Production*
 Lee Goodness—*Technology Education*
 James McCrystal—*Technology Education*
 Joseph McSweeney—*English Education*
 Xae Reyes—*Foundations*
 Nancy Sullivan—*School Administration, Curriculum, Middle Level Education*
 M.-Frances Taylor—*Spanish Education, French Education*
 Paul Tinkus—*Science Education*

Assistant Professors

Ellen Bigler—*Social Studies Education*
 Robert Cvornyyek—*History Education*
 Gale Goodwyn Gomez—*Social Studies Education*
 Willis Poole—*Teaching English as a Second Language*
 Cheryl Williams—*Art Education*

EDUCATION DOCTORAL PROGRAM

Academic Program

Graduate Program
 Education (Ph.D.)

Professors

John Buccicci—*Philosophy of Education, Cultural and Social Foundations of Education*
 Patricia Cordeiro—*Social Studies, Language Arts*
 Richard Dickson—*Behavior Disorders, Special Education, Administration*
 Carolyn Fluehr-Lobban—*Political and Legal Anthropology, Afro-Arab and Islamic Studies, History and Theory, Women's Studies, Ethics and Anthropology*
 Joan Glazer (co-director)—*Children's Literature, Language Arts, Children's Film*
 John Gleason—*Moderate and Severe Disabilities, Research Methods*
 William Holland—*School Administration, Curriculum*
 Thomas Kochanek—*Special-Needs Infants, Preschool Children*
 William Oehlkers—*Elementary, Developmental, and Remedial Reading*

Carolyn Panofsky—*Foundations, Diversity in Schools*

Elizabeth Rowell—*Elementary Reading (Content Area), Research in Reading*
 Ezra Stieglitz—*Elementary, Secondary, and ESL Reading, Educational Computing*

Associate Professors

C. David Brell, Jr.—*Foundations*
 Ronald Dufour—*History/Geography*
 Patricia Medeiros-Landurand—*Learning Disabilities, Bilingual Special Needs*
 Marjorie Roemer—*English*
 Julie Wollman-Bonilla—*Language Arts*
 Felicia Wilczemski—*Educational Psychology, School Psychology*

Adjunct Professors—University of Rhode Island

James Burton, John Boulmetts, Barbara Brittingham, David Byrd, David Caruso, Barbara Cultra, Marcia Feld, Robert Felner, Diane Horn-Wingard, Theodore Kellogg, Diane Kovarsky, John Long, Robert Marshall, Lynn McKinsey (co-director), Richard Parnell, Susan Trotter, 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 Programs
 Elementary Education (M.A.T., M.Ed.)
 Elementary Education (M.Ed.) with concentration in Early Childhood Reading (M.Ed.)

Professors

James Bettes—*Social Studies*
 Patricia Cordeiro (chair)—*Social Studies, Language Arts*

- Marilyn Eanes—*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*
Elizabeth Rowell—*Elementary Reading (Content Areas), Research in Reading, Early Childhood*
Robert Rude—*Developmental and Remedial Reading, Research in Reading, Educational Computing*
Clyde Slicker—*Early Childhood Science/Social Studies, Play, Curriculum and Research*
Ellyworth Starring—*Elementary and Secondary Science Education, Biology*
Ezra Steinglitz—*Elementary, Secondary, and ESL Reading, Educational Computing*

Associate Professors

- MacGregor Kiniseley—*Elementary Science Education*
Patricia Lyons—*Social Studies*
Julie Wollman-Bonilla—*Language Arts*

Assistant Professors

- Robert Carey—*Reading, Research, and Evaluation*
Lorraine Cott—*Mathematics Education, Integrated Instruction*
Elizabeth Henshaw—*Social Studies*
Janar Pickreign—*Elementary Mathematics Education, Computer and Mathematics Education*

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

- Major
Health Education
Health Education with concentration in
Community Health
Physical Education
Graduate Program
Health Education (M.Ed.)

Professor

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

Associate Professors

- Kenneth Ainley—*School Health, Curriculum and Instruction, Epidemiology, Community Health*
Betty Kaube—*Health Education/Curriculum, Gerontology*

Assistant Professors

- Tracy Caravella—*School Health*
Karen Castagny—*Adapted Physical Education*
Janis Mareciak—*Physical Education, Recreation, Gerontology*
June Nutter—*Physical Education/Exercise Physiology, Nutrition*

DEPARTMENT OF SPECIAL EDUCATION**Academic Programs**

- Teaching Concentrations*
Special Educator of Students with Mild/Moderate Disabilities, Kindergarten through Middle School Level
Special Educator of Students with Mild/Moderate Disabilities, Middle School through Secondary Level
Special Educator of Children and Young Adults with Severe/Profound Disabilities, Ages 3-21

Graduate Programs

- Special Education (M.Ed.) with concentration in
Early Childhood—Birth through K
Elementary Special Needs—Behavior Disorders
Elementary Special Needs—Learning Disabilities
Secondary Special Needs
Severe/Profound Disabilities
Special Education (C.A.G.S.) with concentration in Administration

Professors

- A. Anthony Anton—*Multiple Disabilities, Severe and Profound Disabilities*
Richard Dickson—*Behavior Disorders, Special Education Administration*
Judith DiMeo—*Learning Disabilities, Mild and Moderate Disabilities*

- John Gleason (chair)—*Severe and Profound Disabilities*

- Steve Imber—*Behavior Disorders*
Thomas Kochanek—*Special-Needs Infants, Preschool Children*
Joseph McCormack—*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*
Patricia Medeiros-Landrand—*Learning Disabilities, Bilingual Special Needs*

Assistant Professor

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

School of Social Work

George D. Metrey
Dean

Francine Connolly
Director, Field Education

E. Belle Evans
Chair, M.S.W. Department
S. Scott Mueller
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. program 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 Metrey—*Policy, Administration, Generalist Practice*

Lenore Olsen—*Research, Policy, Child Welfare*

Frederic Reames—*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 Cowan—*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*

B.S.W. DEPARTMENT

Academic Program

Major
Social Work (B.S.W.)

Professors

Mamie Oliver—*Generalist Practice, Human Behavior and Social Environments*
Daniel Weisman—*Generalist Practice, Labor, Social Work Research*

Associate Professor

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

Assistant Professors

Rosalind Kopfstien—*Generalist Practice, Developmental Disabilities, Human Behavior and Social Environment*

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

Center for Management and Technology

James Schweikart
Director

The Center for Management and Technology houses three departments: (1) accounting and computer information systems, (2) economics and finance, and (3) management and technology.

The Department of Accounting and Computer Information Systems offers two undergraduate programs: accounting and computer information systems. The Department of Economics and Finance offers an undergraduate program in economics. The Department of Management and Technology offers undergraduate programs in industrial technology, management, and marketing, and a graduate program in industrial technology.

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.

The center also houses outreach programs, which are specialized training programs that assess the prior professional, educational, and work experience of adults and provide skills in emerging technologies.

DEPARTMENT OF ACCOUNTING AND COMPUTER INFORMATION SYSTEMS

Academic Programs

Majors
Accounting
Computer Information Systems
Minor
Computer Information Systems

Professors

Crist Costa—*Computer Information Systems*
James Schweikart—*Accounting, International Business*

Associate Professors

Ali Bahrami—*Computer Information Systems*
Albert Stecker—*Computer Information Systems, Operation, Management*
Marilyn Sylvestre—*Accounting*

Assistant Professors

Joels Cohen—*Computer Information Systems*
David Filippek—*Accounting*
Jane Przybyla (chair)—*Accounting*
Charles Snow, Jr.—*Accounting*

DEPARTMENT OF ECONOMICS AND FINANCE

Academic Programs

Major
Economics
Minor
Economics

Professor

Peter Moore—*Public Finance, Urban Economics*

Associate Professors

Jeffrey Blais—*Macroeconomics, Managerial Economics*
Peter Hartman—*International Economics, Money and Banking*
Abbas Kazem—*Econometrics, Labor, Finance*
Peter Marks (chair)—*Microeconomics, Finance, History of Economic Thought*

Assistant Professors

Sharif Akram—*Finance, Investments*
Alema Karim—*Industrial Organization, Development*

DEPARTMENT OF MANAGEMENT AND TECHNOLOGY

Academic Programs

Majors
Industrial Technology with concentration in
Electronics Technology
Graphic Communications Technology

Manufacturing Planning and Control
Technical Processing
Management with concentration in
General Management
Human Resource Management
International Management
Marketing

Minor
Graphic Communications Technology
Industrial Technology
Manufacturing Planning and Control
Management
Marketing

Professors

Hall Copur—*Organizational Behavior,
Managerial Policy*
I. Atilla Dicle—*Management Theory, Manage-
rial Policy, International Business*
Ulku Dicle—*Human Resource Management,
Organizational Behavior*
David Harris—*Human Resource Management*
Stephen Ranznicki—*Marketing, Marketing
Research*

Associate Professors

Judith Babcock—*Organizational Behavior/
Theory*
David Blanchette (chair)—*Marketing*
Lenore Collins—*Graphic Communications
Technology, Desktop Publishing, Continuous
Improvement in Graphic Production*
Randy DeSimone—*Human Resource Man-
agement, Organizational Behavior, Manage-
ment Theory*

Frank Farinella—*Organization Development,
Strategic Planning*

James McGuire—*Manufacturing Processes,
Robotics, C-ADD/CAM, Transportation
Systems*

G. Laurie Parnental—*Management, Business,
Government and Society*

Nazamin Sabhu—*Quality Control, Statistical
Process Control, Safety, Industrial Materials*

Assistant Professor

Michael Casey—*Production/Operations Man-
agement, Statistics*

Steven King—*Competitive Advantage, Total
Quality Management, Learning Organiza-
tions, MPC Systems, Manufacturing Excel-
lence*

OUTREACH PROGRAMS

CAELL—*Computer-Assisted English Lan-
guage Learning*

Project Upgrade—*Remedial/Basic Education*

TRACE—*Training Responsible Adults in
Computers and Electronics*

TRAMA—*Training Responsible Adults to
be Medical Assistants*

Staff

Karon Dionne (director)
Leonid Gurevich (administrative assistant)

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 the requirements for admission or graduation, and to reject any applicant for admission for any reason the College determines to be material to the applicant's qualifications to pursue higher education.

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

Course Abbreviations

For a list of course abbreviations, see page 66.

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. All 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 or a general education core course; 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"—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 plan-

ning their academic programs. For complete and current information on course offerings, including dates, times, locations, and instructors, students are advised to consult both the Summer/Fall and Spring Course Bulletins.

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, 69Y, 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 2000

Committee on General Education

Professors: Fisher, Fluehr-Lobban (chair), McCloskey, Oshlers, Shelton, Simons

Associate Professors: Jaczyn, Niklas, Saleses, Schuster

Assistant Professor: Scott

General Education 2000

General Education 2000 consists of both Core Studies in Cultural Legacies and Critical Thinking, and Distribution Requirements. In core studies, students take a group of four related courses. Their purpose is to provide students with an understanding of the cultural and historical traditions that have shaped the world in which we live, and a critical appreciation of the values, ideas, and practices that have emerged from these traditions. To this end, the core explores both Western and non-Western contexts. Courses in the core are writing intensive with an emphasis on critical thinking. To fulfill Distribution Requirements, students take six courses which enlarge their learning by exposure to social and behavioral sciences, to visual and performing arts, and to natural sciences and mathematical systems. The 10 courses (minimum of 34 semester hours) required of General Education 2000 are outlined below.

Core Studies in Cultural Legacies and Critical Thinking

1. Western Literature (Core One, C1)
2. Western History (Core Two, C2)
3. Non-Western Worlds (Core Three, C3)
4. Critical Inquiry into Cultural Issues (Core Four, C4)—open only to students who have completed Core One, Two, and Three

Distribution Requirements

- Social and Behavioral Sciences—two Social and Behavioral Sciences courses from different disciplines.
- 5. Social and Behavioral Sciences 1 (SB)
- 6. Social and Behavioral Sciences 2 (SB)

•Visual and Performing Arts:

- 7. Visual and Performing Arts (A)

•Natural Sciences and Mathematical Systems—three courses distributed as follows:

- 8. Laboratory Science (LS)

- 9. Mathematical Systems (M)

- 10. Science/Mathematics (SM)

- a. a second Laboratory Science course or
- b. a second Mathematical Systems course or
- c. a course designated as SM

General Education 2000 Courses

When a course can be used to fulfill requirements in General Education 2000, 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 1," etc. 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 LS."

Core Studies in Cultural Legacies and Critical Thinking

The core consists of four courses totaling 16 semester hours. Core courses count only for general education credit.

(C1) *Core One: Western Literature* examines students with the opportunity to examine the culture and heritage of the Western world as reflected in literature. Students will learn about and be required to comment critically, in writing and orally, upon the traditions, values, ideas, movements, and issues that define Western culture and are exemplified in selected literary texts.

- English
- 161: Western Literature

(C2) *Core Two: Western History* provides students with an opportunity to examine the culture and heritage of the Western World as reflected in history. Students will learn about and be required to comment critically, in writing and orally, upon the tradition, values, ideas, movements, and issues that define Western history and are exemplified in documents, topics, or periods.

•History

- 161: Western History

(C3) *Core Three: Non-Western Worlds* introduces students to selected cultures and historical traditions that arose outside the Western experience. Students will learn about and be expected to comment critically, in writing and orally, upon the traditions, values, and ideas of cultures that are different from Western culture. The core purposes of this core category are to introduce students to historical and cultural traditions, values, and ideas fundamentally different from their own, and to the different ways in which non-Western societies and cultures have understood and responded to many of the same issues and challenges confronting their Western counterparts.

One course from

- African/Afro-American Studies
- 162: Non-Western Worlds
- 163: Narrative, History, and Change in Africa
- Anthropology
- 162: Non-Western Worlds
- Anthropology/Music
- 169: Music Cultures of Non-Western Worlds
- English
- 163: Introduction to Non-Western Literary Cultures
- History
- 162: Perspectives on East Asia
- 163: Perspectives on Africa
- 164: Perspectives on Muslim History and Civilization
- Modern Languages
- 162: Mezzo Concepts of Community and Spirituality
- Philosophy
- 165: The Heritage of Asian Philosophy
- 167: Native American Philosophy
- Political Science
- 161: Politics and Culture in Southeast Asia
- Social Science
- 162: Individual and Society in Non-Western Worlds
- Sociology
- 161: Social Control in the People's Republic of China
- Women's Studies
- 162: Women in Japan

(C4) *Core Four: Critical Inquiry into Cultural Issues* allows students to analyze, integrate, and comment critically, in writing and orally, upon a particular issue, practice, tradition, or value of general cultural significance as reflected in social, moral, philosophical, or scientific issues confronting citizens of the contemporary world. Core Four courses present a specific topic of general importance in human culture that reflects upon connections, comparisons, and/or contrasts between different, especially Western and non-Western, traditions, values, and practices.

Core Four courses build upon knowledge gained in the first three core courses while seeking to develop further students' ability to analyze, interpret, synthesize, question, and argue. Core Four is not to be taken until the first three core courses have been completed successfully.

One course from

- African/Afro-American Studies
- 262: Cultural Issues in Contemporary Africa
- Anthropology
- 261: Intercultural Encounters
- Communication
- 261: Critical Inquiry into Free Speech
- Film
- 262: Film and Representation: Cross-Cultural Projections
- General Education
- 261: Intercultural Encounters
- 262: The Global Development Debate and Hunger
- Geography
- 261: The New Global Village: The Future of the World's Great Cities
- 263: Human Response to Natural Disasters
- History
- 261: Russian Identity: Between East and West
- 262: Social Issues in Technology
- Management
- 261: Comparative Business Ethics in Literature: United States and Japan
- Nursing
- 261: Cross-Cultural Perspectives on Childbearing and Mothering
- 262: Substance Abuse as a Global Issue
- 263: Dying, Loss, and Grief: Cross-Cultural Perspectives

- 264: The State of the World's Children
- Philosophy
- 262: Freedom
- 264: The Great Ethical Traditions
- Political Science
- 261: Global Competition: The United States and Its Trading Partners
- 262: Power and Community
- 263: Citizenship, National Identity, and Immigration
- 264: Federalism and Nation Building
- Sociology
- 261: Fountain of Age
- 262: The Sociology of Money and Economic Exchange
- 263: Unequal Sitters: How Race/Ethnicity, Class, Age, and Sexual Orientation Shape Women's Work and Relationships
- 264: Where in the World Is Gender Inequality?

Distribution Requirements

The Distribution Requirements consist of six courses totaling 18–20 semester hours. They are selected from the categories described below.

(SB) Social and Behavioral Sciences
(6 semester hours)

Courses in this category provide students with an understanding and appreciation of humankind's complex social interactions through an introduction to the perspectives, methods, and key concepts of the respective social and behavioral sciences disciplines.

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
- 205: The Anthropology of Race and Racism
- 206: Oral Traditions
- 207: Introduction to Anthropological Linguistics
- Economics
- 200: Introduction to Economics
- Environmental Studies/Geography
- 200: Introduction to Environmental Studies

- Geography
- 201: Introduction to Geography
- Political Science
- 200: Introduction to Political Science
- 202: American Government
- 202: 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

Students may choose to take a Modern Languages course numbered 110 or 113 to satisfy one of the Social and Behavioral Sciences Category requirements.

Students in the elementary education curriculum may substitute Counseling and Educational Psychology 215 to satisfy one of the Social and Behavioral Sciences Category requirements.

(A) Visual 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
- 101: Drawing I: General Drawing
- 104: Design I
- 201: Visual Arts in Society
- 231: Prehistoric to Renaissance Art
- 232: Renaissance to Modern Art
- Communication
- 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
- Performing Arts
- 158: Experiencing the Performing Arts
- Philosophy
- 230: Aesthetics
- Theatre
- 240: Appreciation and Enjoyment of the Theatre

Students in the elementary education curriculum who complete Arts Education 340 and Music Education 341 shall be considered to have met the Visual and Performing Arts Category requirement.

*Students are allowed to count three semester hours of credit in Music 161–166 toward the distribution requirement for the Visual and Performing Arts. Any number less than three will not fulfill this requirement.

Natural Sciences and Mathematical Systems
(3 S, M, and SM)
(9–11 semester hours)

The courses in this category provide students with an understanding of the physical and life sciences, and with an appreciation of scientific methods and mathematical reasoning. Students select three courses: one course each from the categories of Mathematics, Laboratory Science, and additional Science or Mathematics.

(LS) 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

(M) Mathematics*One course from*

•Mathematics

- 139: Contemporary Topics in Mathematics
- 177: Quantitative Business Analysis I
- 181: Applied Basic Mathematics
- 212: Calculus I
- 240: Statistical Methods I
- 247: Calculus A Short Course

Students in the elementary education curriculum who complete Mathematics 144 (and its prerequisite, Mathematics 143) shall be considered to have fulfilled the requirement for general education Category M.

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

(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

TRANSITION PLAN FOR GENERAL EDUCATION 2000 FOR ALL STUDENTS**General Education 2000***Core (4 semester hours each):*

(C1) English 161: Western Literature

(C2) History 161: Western History

(C3) Xxx 16x: Non-Western Worlds

(C4) Xxx 26x: Critical Inquiry into Cultural Issues

Distribution Requirements (3-4 semester hours each):

(SB) Social and Behavioral Sciences 1

(SB) Social and Behavioral Sciences 2

(A) Visual and Performing Arts

(LS) Laboratory Sciences

(M) Mathematical Systems

(SM) Science/Mathematics

10 courses

10 courses

out of 12

out of 13

out of 13

out of 13

out of 13

out of 13

out of 13

out of 13

out of 13

•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

Students who major in accounting, computer information systems, computer science, economics, management, and marketing may count Mathematics 248 to fulfill area SM. Students cannot receive credit for both Mathematics 240 and 248.

Students in the physical education curriculum who complete Biology 231 shall be considered to have fulfilled the requirement for general education Category SM.

Transition

After considerable review of the philosophy and goals of general education at Rhode Island College during the past three years, it has been determined that there will be a

Pre-1992 Post-1992

Fulfilled if already taken

Eng. 101 or 102 Eng. 101 or 102

Hst. 110 or 111 Hst. 110 or 111

Category 7 NW

Category 8 Capstone

Category 1 SB

Category 2 SB

Category 3 A

Category 4 S

Category 5 M

Category 6 S/M

10 courses

10 courses

out of 12

out of 13

out of 13

out of 13

out of 13

out of 13

out of 13

out of 13

out of 13

Pre-1996 (fall) students who do not complete all current general education requirements prior to fall semester 1996 will be credited according to the above; they will then complete any General Education 2000 requirements that remain. Students in the pre-1992 (fall) program will be credited according to the second column; students in the post-1992 (fall) program will be credited according to the third column.

single general education program for all degree-seeking undergraduate students beginning in the fall 1996 semester. After that date there will be a 10-course, general education program for all students: General Education 2000.

The transition to General Education 2000 is as follows:

- All freshman students who enter the College in the fall of 1996 must fulfill the requirements of General Education 2000 as outlined above.
- Current students who have completed one of the existing general education programs (including the omission options in existence in 1994-95 and 1995-96) by the end of the 1996 summer sessions will be considered to have met their general education requirements.
- For all undergraduate students who were admitted to the College as degree candidates prior to fall 1996 and who are following the pre-1992 or post-1992 general education programs, but will not have completed all of the pre-1992 or post-1992 general education program requirements prior to the beginning of the fall semester of 1996, credit will be awarded toward General Education 2000 as indicated in the table on the previous page. These students must then fulfill any remaining General Education 2000 requirements prior to graduation.

Transfer Students and Transfer Credits

Transfer students may determine their status with respect to General Education 2000 requirements 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 General Education 2000 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 General Education 2000 requirements by consulting with the chair of the Committee on General Educa-

tion, 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, students must take a minimum of six courses, chosen from their 10 general education courses and Writing 100, in specially designed honors sections. Courses chosen normally include the honors core: Honors 161, 162, 163, and 264 taken in sequence over the first four semesters. The Honors 161, 162 sequence substitutes for English 161 and History 161. Although honors courses are reserved for students in the College Honors Program, if space permits and with the permission of the director of honors, other students may take honors sections. For more information, write or call the director of honors and see College Honors Program on page 34.

COURSE OFFERINGS**GENERAL EDUCATION****GEN 261: Intercultural Encounters: Judaism, Christianity, Islam**

The intersection of world cultures in historical and/or contemporary contexts is studied. Comparisons between Western culture and "Others" in non-Western cultures are emphasized. Students cannot receive credit for both General Education 261 and Anthropology 261.

4 semester hour. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

GEN 262: The Global Development Debate and Hunger

Students consider global development from both Western and non-Western perspectives and focus on hunger as a major development issue that confronts humankind. Students are also given the opportunity to exercise their citizenship in addressing this problem.

4 semester hour. Prerequisite: Gen. Ed. Core 1, 2, 3. Fulfills Gen. Ed. Core 4. Offered as needed.

HONORS**HONR 161: Studies in Western Cultures I**

Students examine selected issues and developments in Western cultures from the ancient world to the Renaissance. The approach is interdisciplinary, integrating literary, historical, and other perspectives. Emphasis is placed on the study of primary texts.

4 semester hours. Prerequisite: acceptance into the College Honors Program or consent of program director. Offered fall.

HONR 162: Studies in Western Cultures II

Students examine selected issues and developments in Western cultures from the 17th century to the present. The approach is interdisciplinary, integrating literary, historical, and other perspectives. Emphasis is placed on the study of primary texts.

4 semester hours. Prerequisite: acceptance into the College Honors Program or consent of program director. Offered spring.

HONR 163: Studies in Non-Western Cultures

Students examine selected issues and developments in particular non-Western cultures from various disciplinary and interdisciplinary perspectives. Emphasis is placed on non-Western cultures and their responses to many of the same challenges faced by Western cultures.

4 semester hours. Prerequisite: acceptance into the College Honors Program or consent of program director. Offered fall.

HONR 264: Critical Inquiry into Cultural Issues

Students examine limited topics of general cross-cultural interest from various disciplinary and interdisciplinary perspectives. Emphasis is placed on the study of primary texts.

4 semester hours. Prerequisite: acceptance into the College Honors Program or consent of program director. Offered spring.

Accounting

Department of Accounting and Computer Information Systems

Professors: *Costa, Schuivakart*

Associate Professors: *Bahnani, Stacker, Sylvatre*

Assistant Professors: *Cohen, Filipek, Przybyla (chair), Sison, Jr.*

Program of Study

Major: Accounting (B.S.)

UNDERGRADUATE PROGRAM**Major in Accounting**

The accounting major provides an excellent background for careers in accounting and management. It combines theoretical and practical applications to prepare students for entry-level positions. Depending on the accounting courses taken, the student may qualify for examinations leading to certification in the accounting field (i.e. Certified Public Accountant, Certified Management Accountant, Certified Internal Auditor). Currently under development is a master's program, which if taken after completing the undergraduate program, will qualify students to sit for the Certified Public Accounting examination under the new State of Rhode Island requirements as of July 1, 1999.

The Bachelor of Science program requires the completion of at least 120 semester hours, including General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below. (Semester hours are in parentheses.)

•Required Courses (60)
Accounting 201, 202, 310, 311, 312, 321, 331, 341, 361; Computer Information Systems 251, 352; Economics 214, 215; Finance 330; Management 249, 301, 302, 348, 361; Marketing 301

Two courses from the following: Accounting 322, 332, 351, 353, 355; Computer Information Systems 353, 354; Finance 332; Management 343 (or 344)

•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 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 courses at the 200-level, including introductory courses in accounting, economics, and computer information systems, and should complete Computer Information Systems 251, English 230, 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 Center for Management and Technology. At this time, students begin taking courses to fulfill requirements of the selected concentration. The capstone experience in 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 Accounting and Computer Information Systems majors 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 that level, the following requirements must be met to be retained as a major in the appropriate program, concentration, or major in the Department of Accounting and Computer Information Systems.

1. Satisfactory completion of the College Writing Requirement.

2. A minimum cumulative grade point average of 2.0.
3. Satisfactory completion (i.e., passing grade) of the following general education requirements:
a. General education core;
b. Nine semester hours of distribution requirements.
4. Satisfactory completion (i.e., passing grade and a cumulative grade point average of 2.0) 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 Accounting and Computer Information Systems, 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 Accounting and Computer Information Systems 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.

Procedures

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

ACCT 200: Fundamentals of Accounting and Budgeting

This is 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.

ACCT 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.

ACCT 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.

ACCT 310: Accounting Systems and Concepts

Students are introduced to accounting systems with emphasis on the accounting cycle through the preparation of statements. Students work with general ledger software and spreadsheet applications. This course provides an accounting systems foundation for upper-level courses. Lecture and laboratory.

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

ACCT 311: External Reporting I

Students study accounting concepts, standards, and principles and practices in financial reporting for business entities. Topics covered include assets, liabilities, and stockholder equity. Lecture and laboratory. (Formerly Intermediate Accounting I.)

(4) 3 semester hours. Prerequisite: ACCT 310. Offered spring.

ACCT 312: External Reporting II

This is a continuation of Accounting 311. Topics include revenue recognition, pensions, accounting for income taxes, leases, cash flow statements, and financial analysis. Lecture and laboratory. (Formerly Intermediate Accounting II.)

(4) 3 semester hours. Prerequisite: ACCT 311. Offered fall.

ACCT 321: Internal Reporting I

A study is made of internal accounting information and decision support systems that provide data and reports for product costing and management decision making. Lecture and laboratory. (Formerly Cost Accounting Systems.)

(4) 3 semester hours. Prerequisite: ACCT 202 and 310. Offered fall and spring, summer as needed.

ACCT 322: Internal Reporting II

This is an advanced study of the use of internal accounting data and reporting in the management decision-making process.

Topics include analysis of relevant costs, nonroutine costing situations, and application of current technologies to the cost management process. Lecture and laboratory. (Formerly Cost Accounting Analysis.)

(4) 3 semester hours. Prerequisite: ACCT 321. Offered spring.

ACCT 331: Taxes for Business Decisions

Students are introduced to federal income tax law for individuals, corporations, and other entities. Emphasis is on the continuing concepts of tax law and tax research and planning. Lecture and laboratory. (Formerly Federal Tax I.)

(4) 3 semester hours. Prerequisite: ACCT 201 or consent of department chair. Offered fall, spring, summer.

ACCT 332: Advanced Studies in Taxation

The coverage of choice of an entity and the uses of the life-cycle approach to study these entities are expanded upon. Analysis of the differences between financial and tax accounting theory are also covered. Lecture and laboratory. (Formerly Federal Tax II.)

(4) 3 semester hours. Prerequisite: ACCT 331. Offered fall.

ACCT 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 311 and CIS 352. Offered fall and spring.

ACCT 351: Advanced Financial Accounting

Advanced financial accounting topics are covered, with emphasis on business consolidations and the external reporting of consolidated financial information in the published financial statements of largely publicly owned corporations. (Formerly Advanced Accounting.)

3 semester hours. Prerequisite: ACCT 311. Offered fall.

ACCT 353: Accounting for Nonprofit Organizations

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

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

ACCT 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.

ACCT 361: Seminar in Accounting Theory and Practice

A unifying framework is provided to evaluate current accounting practice. The development of accounting theory; major influences on accounting theory; and the application of accounting theory to the resolution of reporting issues are explored.

3 semester hours. Prerequisite: ACCT 312, 321, 331. Offered fall and spring.

Administration

Department of Educational Studies

Professors: *Burdin, Buci, Bzowski, Esner, Holland, McClintock, Mitchell, Nelson, Parsloky (chair), A. Smith, Stone, Tierley*
Associate Professors: *Brell, Jr., Davis, Goodies, McCrystal, McSweeney, Reyes, N. Sullivan, Taylor, Tinkus*

Assistant Professors: *Bigler, Czornyek, Gomez, Prose, C. Williams*

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/Requirements on page 41.

1. A bachelor's degree from an accredited college or university with a minimum grade point average of 3.0 overall and 3.0 in a major appropriate for instruction in the elementary or secondary school.
2. A minimum average score of 450 on 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.

(Semester hours are in parentheses.)

Program Requirements

•Foundations Component (3)
See list of approved courses in the Department of Educational Studies.

•Professional Education Component

(12-13)
Administration 500, 512, 514, 518, 532, 534, 536, 538, 548, 549; Curriculum 543 or Elementary Education 505 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.

Students may also receive permission to take the following courses as electives: Political Science 301, 352, 355, 504, 525; Public Administration 325.

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/Requirements on page 41).

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.

Students may also receive permission to take the following courses as electives: Political Science 301, 352, 355, 504, 525; Public Administration 325.

COURSE OFFERINGS

ADMN 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.

ADMN 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: ADMN 500 or consent of instructor. Offered spring.

ADMN 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: ADMN 500.

Offered fall.

ADMN 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: ADMN 500. Offered fall and summer.

ADMN 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: ADMN 500 and 518. Offered fall.

ADMN 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: ADMN 500 or consent of instructor. Offered spring.

ADMN 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 conflict resolution. (Formerly Administration 509: Personnel Problems in Education.)
3 semester hours. Prerequisite: ADMN 500. Offered spring.

ADMN 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: ADMN 500 or consent of instructor. Offered spring.

ADMN 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: ADMN 500 or consent of instructor. Offered fall.

ADMN 549: Internship in Administration II

A continuation of Administration 548, this course again requires 150 hours of field-based experience.

2 semester hours. Prerequisite: ADMN 548 or consent of instructor. Offered spring.

ADMN 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.

ADMN 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: ADMN 550 or consent of instructor. Offered summer.

ADMN 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: PSYC 320 or a course in statistics with consent of advisor. Open only to accepted C.A.G.S. candidates. Offered summer.

ADMN 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: ADMN 550 or consent of instructor. Offered fall.

ADMN 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: ADMN 568 or consent of instructor. Offered spring.

ADMN 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: ADMN 550 or consent of instructor. Offered fall.

ADMN 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, curricular change, and/or restructuring involving teams.

3 semester hours. Prerequisite: graduate status. Offered as needed.

ADMN 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: ADMN 550. Offered fall.

ADMN 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 real school environment. Each student will design a management information system relevant to his/her goals and objectives.

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

ADMN 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: ADMN 561. Offered fall and spring.

ADMN 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: ADMN 591 or CURR 591. Offered fall and spring.

African/Afro-American Studies

Daniel Scott III
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 General Education 2000, the Writing Requirement, the College Mathematics 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 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 340, 341
 - B. Anthropological Expansion:
Anthropology 319, 322, 327 (when appropriate)
 - C. Interdisciplinary Focus:
Social Science 311, 312, 318
 - D. Applied Areas (if on African or Afro-American subject):
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 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 165.

COURSE OFFERINGS

See also participating departments.

AFAM 162: Non-Western Worlds

Selected cultures and historical traditions in regions of contemporary and ancient Africa and its diaspora are studied. Students comment critically, in written and oral form, upon African experiences and ideas.

Sections include:

Cape Verde and Western Africa

4 semester hours. Gen. Ed. Case 3. Offered fall and spring.

AFAM 163: Narrative, History, and Change in Africa

African societies are presented from many parts of the continent in their traditional and contemporary expressions. Texts by Africans are used to construct a multidimensional, multiethnic idea of Africa which acknowledges the continent's diversity and complexity.

4 semester hours. Gen. Ed. Case 3. Offered fall and spring.

AFAM 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. Offered fall, spring, summer as needed.

AFAM 262: Cultural Issues in Contemporary Africa

Significant issues confronting contemporary Africa are examined. Connections and comparison between African and Western tradition, values, and practices are emphasized.

Sections include:

The Borders of Africa

4 semester hours. Prerequisite: Gen. Ed. Case 1, 2, and 3. Fulfills Gen. Ed. Case 4. Offered fall.

AFAM 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 or consent of director. Offered as needed.

AFAM 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 or consent of director. Offered as needed.

AFAM 361: Seminar in African/Afro-American Studies

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

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

AFAM 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 or consent of director. Offered as needed.

Anthropology

Department of Anthropology and Geography

Professors: *Allent, Demari, Fluerin-Lobban, Hays, Lobban, Jr., R. Sullivan*

Associate Professors: *Barnes, Epple (chair), Mowen*

Assistant Professors: *Begley, Gomez, Matie*

Programs of Study

Major: Anthropology (B.A.)

Minor: Anthropology

Teacher Education Program: Anthropology (B.A.)

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 General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below. General Education 2000 core courses may not be counted toward fulfilling requirements for the anthropology major. The cogate requirement is waived for students in elementary education.

(Semester hours are in parentheses.)

*Required Courses (33-34)

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. General Education 2000 core courses may not be counted toward fulfilling requirements for the anthropology minor.

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 165. Students who major in anthropology may become eligible for Rhode Island certification to teach social studies by completing the requirements for the major as specified by the Department of Anthropology and Geography, the professional sequence in secondary education, selected courses in history, and other courses in the social sciences. See Secondary Education on page 300 for a description of the social studies program.

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

ANTH 162: Non-Western Worlds

Selected cultures and historical traditions that arise outside the Western experience are studied. Students gain understanding of the ways in which non-Western societies have understood and responded to many of

the same issues and challenges confronting all societies. Sections of this course are titled: Caribbean "Others"; The Middle East: Women and Men in Non-Western Cultures; Encountering the "Other" in New Guinea; Middle East; Amazonia; Northeast Africa; The Native American in the Northeast; The Maya, Past and Future; and Botswana.

4 semester hours. Gen. Ed. Core 3. Offered fall, spring, summer.

ANTH 169: Music Cultures of Non-Western Worlds

This is an introduction to selected music cultures of the non-Western world. Music cultures are defined in the contexts of sounds, concepts, social interactions, and materials of music. Critical studies are made of the cultural and social contexts of music. Students cannot receive credit for both Music 169 and Anthropology 169.

4 semester hours. Gen. Ed. Core 3. Offered fall and spring.

ANTH 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. Offered fall and spring.

ANTH 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. Offered fall and spring.

ANTH 203: Introduction to Physical Anthropology

The emergence of humankind is studied, emphasizing the role of biochemical 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. Offered fall and spring.

ANTH 204: Art, Society, and Culture

Study of primitive arts and artists in a socio-cultural 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. Offered spring.

ANTH 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. Offered as needed.

ANTH 206: Oral Traditions

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

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

ANTH 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 or spring.

ANTH 261: Intercultural Encounters

The intersection of world cultures in historical and/or contemporary contexts is studied. Comparisons between Western culture and "Others" in non-Western cultures are emphasized. Students cannot receive credit for both General Education 261 and Anthropology 261.

Sections include:

Arab-Islamic Culture and the West

Judaism, Christianity, Islam
 The West Encounters the "Other"
 Tzvetan and Their Heom
 4 semester hours. Prerequisite: Gen. Ed. Core 1,
 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall,
 spring, summer.

ANTH 301: Women in World Perspective

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

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

ANTH 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 con-
 temporary United States.

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

ANTH 304: Human Paleontology

Alternative models of human evolution
 from the earliest primates to the develop-
 ment 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.

ANTH 305: Exploring Ethnographic Film

A broad perspective on the ethnographic
 category of documentary film is provided.
 Included are a history of the genre, examina-
 tion of individual filmmakers', examina-
 tion of film and ethnography in other me-
 dia, and 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.

ANTH 307: Peasant Societies and Cultures

Theories explaining peasant social, eco-
 nomic, political, and ideological life are pre-

sented against a contrasting background of
 empirical material from ethnographic de-
 scriptions of various peasantry. The place
 of peasantry in a world undergoing eco-
 nomic development is considered.

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

ANTH 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.

ANTH 309: Medical Anthropology

This course surveys anthropological ap-
 proaches 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.

ANTH 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.

ANTH 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.

ANTH 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 understand-

ing of the similarities and variations in cul-
 tures 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

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.

ANTH 332: Applied Anthropology

The history, evolution, methods, objectives,
 and applications of the practical involve-
 ment of anthropology in understanding and
 solving human problems are explored. The
 course also considers ethics and contexts in
 which anthropology is an applied profes-
 sion.

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

ANTH 333: Research Methods in Cultural Anthropology

The theory and practice of anthropological
 research are the subject matter of this course.
 Topics include epistemology, causality, hypo-
 thesis formation and testing, participant ob-
 servation, questionnaire development, in-
 terviews, cross-cultural comparisons, analyt-
 ical frameworks, as well as basic quantitative
 techniques.

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

ANTH 334: Issues in Modernization and Development

This course examines modernization and
 development in a world context, with em-
 phasis on non-Western societies. These
 phenomena are considered in their histori-
 cal, geographical, and cultural perspectives.
 Theories, including cultural revolution,
 modernization, convergence, and core pe-
 riphery, are taken into account.

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

ANTH 336: State and Society in the Third World

The origins of preindustrial non-Western
 states are examined as issues of power, class,
 statecraft, and empire. The creation of
 modern nation-states by Western colonialism
 in Africa, Asia, and Latin America (the
 "Third World") is analyzed along with
 contemporary politics. Students cannot re-
 ceive credit for both Political Science 336
 and Anthropology 336.

3 semester hours. Prerequisite: any 200-level an-
 thropology or political science course, or consent of
 department chair. Offered as needed.

ANTH 337: Anthropological Approaches to Religion

The content, structure, concepts, and func-
 tions 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.

ANTH 338: Urban Anthropology

Western and non-Western traditions in ur-
 banization are compared and contrasted.
 Cross-cultural comparisons are emphasized.

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

ANTH 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.

ANTH 340: Social Organization

This course examines theories of social or-
 ganization, the interrelations of social insti-
 tutions, and current anthropological meth-
 ods of interpretation and analysis of social
 systems.

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

ANTH 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.*

ANTH 360: Seminar in Anthropology

This course provides an integrated 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.*

ANTH 361: Latinos in the United States

Students are introduced to the experiences and perspectives of Latinos in the United States. The voices of Latino communities are examined in personal narratives, literature, film, art, and through research projects and participant observation in local settings. Students cannot receive credit for the equivalent course: Anthropology 361, Secondary Education 361, and Social Science 361.

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

ANTH 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.

ANTH 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.

ANTH 381: Workshop in Primitive Art

Students select from a particular culture an art form for further exploration. Individualized research on the art forms, materials, techniques, and creative milieu is combined with experimentation in the production of actual objects. This course cannot be counted toward requirements of the anthropology major.

3-4 semester hours. Prerequisite: any 100- or 200-level course in anthropology or art, or consent of department chair. Offered summer.

ANTH 385: Workshop in Field Archaeology

This 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).

ANTH 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 specialization in public archaeology, with approval of the director of public archaeology and the department chair.

3-6 semester hours. Prerequisite: consent of department chair. Offered alternate summers (even years).

ANTH 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, instructor with whom student wishes to work, and the dean of the Faculty of Arts and Sciences. Offered as needed.

ANTH 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 service providers, must be approved by advisor, department curriculum committee, and department chair. Offered as needed.

ANTH 461: Latinos in the United States

Students examine recent scholarship on Latinos in the United States and undertake graduate-level research projects, including those related to education and curricular materials or social and institutional settings. Latino narratives, literature, film, and art productions are central to the course. Students cannot receive credit for the equivalent course: Anthropology 461, Secondary Education 461, and Social Science 461.

3 semester hours. Prerequisite: graduate status and any 300-level social or behavioral science course, or consent of department chair.

Art

Department of Art

Professors: Ames, Fisher (chair), Horvat, Houston, LaFollette

Associate Professors: Evans, Kim

Assistant Professors: Ferraro, Martin, Strinberg, C. Williams

Program of Study

Major: Studio Art with concentration in Painting/Printmaking, Photography/Graphic Design, Sculpture/Ceramics/Metals, or a specialization in Manufacturing Jewelry Design (B.F.A.); Studio Art with concentration in Ceramics, Fiber, Graphic Design, Metals, Painting, Photography, Printmaking, Sculpture (B.A.); Art History (B.A.)

Minor: Art History, Studio Art
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 General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below. B.F.A. concentrations consist of the following three clusters: (1) painting/printmaking, (2) photography/graphic design, and (3) sculpture/ceramics/metals. There is also a specialization in manufacturing jewelry design.

(Semester hours are in parentheses.)

•Required Courses (39)
Foundations: Art 101, 104, 105, 114, 204 (or 205)

Art History: courses totaling 12 semester hours

Studio: additional studio art courses totaling 12 semester hours (15 semester hours for manufacturing jewelry design specialization)

•Select A or B.

A. Concentration (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 cluster area, with approval of advisor and department chair

B. Manufacturing Jewelry Design Specialization (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 foundation courses and one introductory-level concentration course. Applications for B.F.A. candidacy are due March 1 for fall admission and October 1 for spring admission. Transfer students may apply after admission to the College and after completion of all foundation 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 a grade of C or less 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 General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below.

(Semester hours are in parentheses.)

*Required Courses (33)

Foundations: Art 101, 104, 105, 114, 204 (or 242)

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

Studio: one studio course

*Concentration (15)

Two studio courses in area of concentration: ceramics, fiber, graphic design, metals, painting, photography, printmaking, sculpture at the 200- and 300-levels; Art 394, 395, 396 (nine 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 foundation 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 reviewed by a committee of studio art faculty to determine course credit transfer.

If a student receives a grade of C or less 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 General Education 2000, the Writing Requirement, the College Mathematics 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, 204 (or 205), one introductory-level and one upper-level studio course. Students requesting the minor must seek advancement 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 art available from the department chair.

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 forms and space, linear perspectives, drawing relative to the media used, pictorial organization, and the preparation of portfolio and exhibition drawings. Studio.

(6) 3 semester hours. Gen. Ed. Category A. Offered fall and spring.

ART 104: Design I

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

(6) 3 semester hours. Gen. Ed. Category A. Offered fall and spring.

ART 105: Drawing II

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

(6) 3 semester hours. Prerequisite: ART 101. Offered fall and spring.

ART 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.

ART 201: Visual Arts in Society

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

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

ART 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 204 or 205. Offered fall and spring.

ART 204: Synthesis/Three-Dimensional Emphasis

Using both drawing and three-dimensional techniques, a synthesis of the skills and concept developed in the previous four foundation courses is emphasized. The interaction of two- and three-dimensional approaches is stressed, while developing an individual direction.

(6) 3 semester hours. Prerequisite: ART 101, 104, 105, 114. Offered fall and spring.

ART 205: Synthesis/Two-Dimensional Emphasis

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 image construction are stressed, while the development of individual direction is addressed. (Formerly Drawing III.)

(6) 3 semester hours. Prerequisite: ART 105 and 114. Offered fall and spring.

ART 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.

ART 208: Printmaking: Intaglio and Monotype

Students are introduced 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. This course is required for the printmaking concentration.

(6) 3 semester hours. Prerequisite: ART 114 and either 204 or 205. Offered spring.

ART 217: Introduction to Photography

Emphasis is on 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.

ART 218: Printmaking: Lithography and Relief

Students are introduced 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. This course is required for the printmaking concentration.

(6) 3 semester hours. Prerequisite: ART 114 and either 204 or 205. Offered fall.

ART 219: Surface Design on Fabric

Contemporary approaches to surface decoration on cloth are explored, using dye, paint, discharge, resist, embellishment, and print processes. Emphasis is placed on experimentation, personal expression, and a strong technical foundation. This course may be taken before ART 229. (Formerly Fiber, Off-Loom.)

(6) 3 semester hours. Prerequisite: ART 104. Offered spring.

ART 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.

ART 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.

ART 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.

ART 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.

ART 229: Structural Fibers

Structural, three-dimensional, and additive approaches to fiber are explored. Techniques include knotting, applique, weaving, construction, and interweaving. Emphasis is placed on experimentation, conceptual development, and technical proficiency. This course may be taken before ART 219. Studio (Formerly Fiber, On-loom.)

(6) 3 semester hours. Prerequisite: ART 104. Offered fall.

ART 230: A Survey of Far Eastern Art

Included are painting, architecture, sculpture, and the minor arts of India, China, Korea, Japan, and Southeast Asia. Special attention is placed on the various roles of Buddhism, Hinduism, Taoism, Confucianism, and Shinto. Lecture only.

3 semester hours. Offered as needed.

ART 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. Offered fall, spring, summer.

ART 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 develop-

ment of the basic aims of Art 231. Lecture only.

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

ART 234: Sculpture: Wood and Alternate Materials

Students develop a personalized vision based on various subject matter, using either wood fabrication skills demonstrated in class. Also explored are plastics, assemblage, and alternate materials chosen by the student. Studio.

(6) 3 semester hours. Prerequisite: ART 114 and either 204 or 205. Offered fall and spring.

ART 235: Sculpture: Metal Casting and Fabrication

Traditional/contemporary approaches to sculptural form are introduced. Metal-working techniques include welding, cold metal fabrication, forging, and casting. Students apply design skills and creative vision in realizing the materials' aesthetic potential. Studio.

(6) 3 semester hours. Prerequisite: ART 114 and either 204 or 205. Offered fall and spring.

ART 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.

ART 251: Modelmaking II

Students are introduced to the mechanical and conceptual skills required to produce white-metal models of objects depicted in two-dimensional renderings. 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.

ART 300: Issues for the Studio Artist

Studio art majors are engaged in issues pertinent to their roles as professional visual artists. The influences of social and formal

issues; the articulation of a personal vision; and galleries, museums, and educational institutions are discussed.

4 semester hours. Prerequisite: ART 231, 232, and all foundations courses required of B.E.A. majors. Offered fall.

ART 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.

ART 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.

ART 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.

ART 331: Greek and Roman Art

Greek and Roman art from the 10th century B.C. to the fourth century A.D. is studied. 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.

ART 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.

ART 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.

ART 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.

ART 336: Nineteenth-Century European Art

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

3 semester hours. Prerequisite: ART 231 and 232. Offered fall.

ART 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.

ART 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.

ART 341: Metal II

This course develops the student's techniques for the special requirements of functional work. It offers the student an opportunity to consolidate technical skills and further develop sensitivity to form and material. Studio.

(6) 3 semester hours. Prerequisite: ART 221. Offered fall and spring.

ART 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.

ART 343: Principles of Art Therapy

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

3 semester hours. Prerequisite: PSYC 110. Offered as needed.

ART 347: Photography II

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.

ART 351: Modelmaking III

This course is designed to develop the skills required to produce wax and white-metal models depicted in two-dimensional representations.

Functions and interrelationships of form are studied in the context of the history and aesthetics of contemporary jewelry.

(6) 3 semester hours. Prerequisite: ART 241 and 251. Offered spring.

ART 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.

ART 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.

ART 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.

ART 390: Problems in the Visual Arts

Students select, with approval, a specific area and medium to which the work is restricted. Evidence of performance is presented in the form of completed art work. A six-semester-hour maximum in a single area of study may be obtained. Studio.

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.

ART 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 respective area and consent of instructor. Offered as needed.

ART 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.

ART 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.

ART 396: Senior Studio

Topics involve in-depth exploration and conceptual inquiry; work in a particular medium (mixed or multimedia), and relationships among social issues, technology, and visual form. This course must be a continuation of the student's concentration and culminates in an exhibition. Studio.
(6) 1-6 semester hours. Prerequisite: senior standing and completion of concentration. Offered fall and spring.

ART 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.

ART 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.

ART 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.

ART 560: Graduate Seminar in the Visual Arts

Selected topics focus on current issues concerning philosophical, historical, and aesthetic problems in art. Structural concepts and relevant methods of inquiry, social and formal issues, and the articulation of a personal vision are discussed.
3 semester hours. Prerequisite: consent of department chair. Offered spring.

ART 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.

ART 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 ARTE 491 with consent of advisor. Offered as needed.

Art Education

Department of Art

Professors: Ames, Fisher (chair), Horvat, Hawkins, LaFollette

Associate Professors: Evans, Kim

Assistant Professors: Ferrario, Martin, Steinberg, C. Williams

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 120 semester hours, including General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below. The Feinstein School of Education and Human Development requires all undergraduate students to participate in a community service experience. This requirement may be completed on an individual basis or through one or more of the required courses in the undergraduate program. 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, 204 (or 205)
 Art History/Aesthetics: Art 231, 232, Philosophy 230; two courses from Art 331, 332, 333, 334, 336, 337, 338, 361
 Studio Art: Art 282, 206, 208 (or 218), 234 (or 235), 383 (or 394), one course from Art 302, 306, 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 215; Foundations of Education 340, 345

Admission and Retention

All students enrolling in teacher education programs must meet certain admission criteria and procedures required by the Feinstein School of Education and Human Development (see page 75).

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 pro-

gram details. Also refer to graduate Admission Procedures/Requirements on page 41.

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/Requirements on page 41. (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, 315

- Academic Disciplines Component (12)
- Art 560 and three 400-level courses in art studio. 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: 44)

COURSE OFFERINGS

ARTE 203: Introduction to Art Education

This course offers prospective art educators an orientation to the field. Art as 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.

ARTE 301: Practicum in Art Education I

Philosophical, sociological, and psychological content integral to art education is studied through readings and discussions. Identification of teaching concepts, evaluation, interdisciplinary directions, and lesson-plan development are included. Observation and introductory teaching experience are components. Lecture and laboratory.

(4) 3 semester hours. Prerequisite: admission to the art education teacher preparation program, ARTE 203, and 24 semester hours of art courses. Offered fall and spring.

ARTE 303: Practicum in Art Education II

Theoretical and pragmatic understanding of child art development, identification of special-needs students, and teaching models and curriculum development in art education are considered. Observation and introductory teaching experience in elementary classrooms are important components. Lecture and laboratory.

(4) 3 semester hours. Prerequisite: ARTE 301 and 33 semester hours of art courses. Offered fall and spring.

ARTE 325: Student Teaching in Art Education

Under supervision, students teach in both elementary and secondary schools. 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 ARTE 362, and special departmental requirements. Offered fall and spring.

ARTE 340: Methods and Materials in Art Education

Children's art expression in relation to research and current trends in art education are covered. Workshop experiences with art materials used in the elementary classroom focus on developing visual and aesthetic awareness. Not open to art education majors. Lecture and studio.

(3) 2 semester hours. Offered fall, spring, summer.

ARTE 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 ARTE 325. Offered fall and spring.

ARTE 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, preceding or concurrent enrollment in ARTE

463, and acceptance into the M.A.T. in art education program. Offered fall and spring.

ARTE 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: ARTE 401. Offered fall and spring.

ARTE 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: ARTE 340, art or elementary teaching experience, and consent of instructor. Offered as needed.

ARTE 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: ARTE 401; CEP 441; FNED 441, 446; concurrent enrollment in ARTE 462; and consent of department chair. Offered fall and spring.

ARTE 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 assessment techniques. Special projects are required. Graduate-level performance is expected in this course.

1 semester hour. Prerequisite: concurrent enrollment in ARTE 425. Offered fall and spring.

ARTE 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.

ARTE 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.

ARTE 513: Research and Evaluation in Art

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

3 semester hours. Prerequisite: consent of instructor. Offered as needed.

ARTE 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

To be appointed
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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 41.

(Semester hours are in parentheses.)

Program Requirements

•Foundation Component (12)
Elementary Education 410, Foundations of Education 402, 420

One course in instructional technology, chosen with advisor's consent

•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. Those who have not completed a course in adaptive instruction for students under IDEA or ADA must enroll in Special Education 431: Instructional Approaches to Children with Special Needs in Regular Classes or its equivalent.
•Capstone Course (3)
Bilingual-Bicultural Education 462
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 by the Department of Modern Languages. A description of the content of this evaluation is available from this department.

COURSE OFFERINGS

See also participating departments.

BLBC 315: Bilingual Education Issues

This course examines bilingual education and its application in the United States. Recent major research is examined, critiqued, and discussed. The essential components of a bilingual-bicultural program are identified.

3 semester hours. Offered spring.

BLBC 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.

BLBC 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.

BLBC 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.

BLBC 462: 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 BLBC 447 and 517. Offered fall and spring.

BLBC 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 critical to the success and development of bilingual educational programs. (Formerly Education 517.)

3 semester hours. Prerequisite: BLBC 447 or TESL 446. Offered as needed.

Biology

Department of Biology

Professors: Anthony, Arisar, Bolinack, Delyak, Gonsales, Krogg, Melanogay (chair), Wain

Associate Professors: Kinsey, Matsumoto, Meedi

Assistant Professors: Kohbachuk, Owens, Sheridan

Adjunct Assistant Professors: Campbell, Ingersel, Mella, Rahori

Programs of Study

Major: Biology (B.A.)

Minor: Biology

Graduate Program: Biology (M.A.)

Teacher Education Program: Biology (B.A.); RITE, M.A.T., M.Ed. with concentration in Biology (see Secondary Education)

UNDERGRADUATE PROGRAMS

Major in Biology

The full degree program in biology requires the completion of at least 120 semester hours, including General Education 2000, the Writing Requirement, the College Mathematics 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)

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 a minimum 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 165. Biology students pursuing a program in secondary education should see page 300 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 (including the advanced test in biology), three letters of recommendation, and an interview. Also see graduate Admission Procedures/Requirements on page 41.

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 in oral defense before the research committee.

Rhode Island Teacher Education (RITE) Program

Students who already have an undergraduate degree with a major in biology may become eligible for Rhode Island certification to teach biology in secondary schools by completing the requirements for the RITE Program. See Secondary Education.

Master of Arts in Teaching (Biology)

Students who already have an undergraduate degree with a major in biology may become eligible for Rhode Island certification to teach biology in secondary schools by completing the requirements for the M.A.T. See Secondary Education.

Master of Education (Biology)

Students who are already certified to teach biology in Rhode Island secondary schools and who wish to pursue an M.Ed. can complete the requirements for the M.Ed. in secondary education. See Secondary Education.

COURSE OFFERINGS

Biol 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 L.S. Offered fall, spring, summer.

Biol 102: Introductory Biology II

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

Biol 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. Offered fall, spring, summer.

Biol 104: Introduction to Plant Biology

Fundamental principles and concepts of biology are introduced through a consideration of plants at 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 L.S. Offered as needed.

BIOL 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 (dissection included). Not open to biology and clinical laboratory science (formerly medical technology) majors. (6) 4 semester hours. Gen. Ed. Category LS. Offered fall, spring, summer.

BIOL 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. Not open to biology and clinical laboratory science (formerly medical technology) majors. (6) 4 semester hours. Gen. Ed. Category LS. Offered fall, spring, summer.

BIOL 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: BIOL 101 and 102. Offered fall and alternate summers (odd years).

BIOL 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: BIOL 101 and 102. Offered spring.

BIOL 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 (dissection included). (Formerly Biology 351.) (6) 4 semester hours. Prerequisite: BIOL 101 and 102 or 108. Offered fall, spring, summer.

BIOL 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. This course is not open to students who have taken Biology 323 or 402. 2 semester hours. Prerequisite: BIOL 101 and 102. Offered fall.

BIOL 300: Developmental Biology

A descriptive and experimental approach is applied to plant and animal ontogeny, with consideration of morphogenesis, induction, growth, regulation, and differentiation. Lecture and laboratory. (6) 4 semester hours. Prerequisite: BIOL 101 and 102. Offered spring.

BIOL 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: BIOL 101 and 102. Offered fall and alternate summers (even years).

BIOL 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: BIOL 101 and 102. Offered as needed.

BIOL 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: BIOL 101 and 102. Offered as needed.

BIOL 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: BIOL 101 and 102. Offered as needed.

BIOL 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: BIOL 101 and 102. Offered as needed.

BIOL 329: Comparative Vertebrate Anatomy

Comparison of the anatomy and the functions of the vertebrates from the evolutionary point of view is presented. Detailed dissection of selected representatives from five classes of vertebrates is included in the laboratory. Lecture and laboratory (dissection included). (6) 4 semester hours. Prerequisite: BIOL 101 and 102. Offered as needed.

BIOL 335: Human Physiology

Basic principles of physiology are introduced, with emphasis on homeostatic mechanisms. 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: BIOL 101 and 102, or 108 and 231. Offered fall, spring, summer.

BIOL 340: Histology

Structural characteristics of mammalian cells, tissues, and organs are examined in detail. At each of these levels of organization, functional correlates of microanatomical features are emphasized. Lecture and laboratory. (6) 4 semester hours. Prerequisite: BIOL 101 and 102. Offered as needed.

BIOL 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. Lectures only. 3 seminar hours. Prerequisite: BIOL 101 and 102. Offered as needed.

BIOL 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: BIOL 101 and 102, or 108. Offered fall, spring, summer.

BIOL 349: Biological Techniques

Various techniques are presented, such as processing of tissues for microscopic examination; instrumentation; and the collecting, preserving, mounting, and displaying of plant and animal specimens. Experience is also gained in animal-room and greenhouse care and procedures. Lecture and laboratory. (7) 4 semester hours. Prerequisite: BIOL 101 and 102. Offered as needed.

BIOL 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. 5 seminar hours. Prerequisite: BIOL 221. Offered as needed.

BIOL 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: BIOL 101 and 102, at consent of instructor. Offered alternate falls (even years).

BIOL 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: BIOL 101 and 102, or consent of instructor. Offered alternate springs (even years).

BIOL 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: BIOL 324. Offered as needed.

BIOL 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 (odd years).

BIOL 411: Biochemistry II

The physical and chemical properties of carbohydrates and lipids are presented. Emphasis is placed on intermediary metabolisms, 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: BIOL 410. Offered alternate springs (even years).

BIOL 412: Biochemistry Laboratory

This course provides laboratory experiments to complement Biology 410-411.
(6) 2 semester hours. Prerequisite: preceding or concurrent enrollment in BIOL 411. Offered as needed.

BIOL 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: BIOL 220 and CHEM 205-206. Offered as needed.

BIOL 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: BIOL 321. Offered as needed.

BIOL 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: BIOL 348 and CHEM 205-206. Offered fall.

BIOL 430: Immunobiology

The characteristics of antigens, the nature of the immune state, and the use of antibodies in studies of biological problems are considered. The contributions of serology to systematics and evolution, biochemical individuality, development, and genetics are stressed. Lecture and laboratory.
(6) 4 semester hours. Prerequisite: BIOL 101, 102; CHEM 205-206; or consent of instructor. Offered as needed.

BIOL 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 hormones, as well as hormonal regulation of gene expression.
3 semester hours. Prerequisite: BIOL 101, 102, and consent of instructor. Offered as needed.

BIOL 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: BIOL 220, 221, and 300, or equivalents. Offered as needed.

BIOL 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.

BIOL 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 in consent of department chair. Offered fall, spring, summer.

BIOL 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.

BIOL 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 Educational Studies

Professors: Bieden, Buzi, Bzowski, Emet, Holland, McCluskey, Mitchell, Nelson, Pineshikhi, A. Smith, Stone, Turley
Associate Professor: Brill, Jr., Davis, Goodness, McCrystal, McSweeney, Ropes, N. Sullivan, Taylor, Tiskus
Assistant Professors: Bigler, Corneek, Gomez, Poole, C. Williams

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 General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below. The Feinstein School of Education and Human Development requires all undergraduate students to participate in a community service experience. This requirement may be completed on an individual basis or through one or more of the required courses in the undergraduate program.

(Semester hours are in parentheses.)

- Applied Career and Technical Skills (23)
Credit for trade experience (successful completion of state examination)
- Professional Courses (42)
Career and Technical Education 299, 300, 301, 302, 303, 304, 323; Counseling and Educational Psychology 215; Foundations of Education 340, 345; Special Education 333; Technology Education 322
- Cognates (16)
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.

CTE 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.

CTE 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.

4 semester hours. Prerequisite: CTE 299 and CEP 215. Offered spring.

CTE 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.

3 semester hours. Prerequisite: CEP 215 and concurrent enrollment in CTE 299. Offered fall.

CTE 302: Curriculum Construction in Career and Technical Education

Students develop the competencies needed to identify, write, and implement a curriculum in their occupational area.

5 semester hours. Prerequisite: CEP 215 and FNED 340. Offered spring.

CTE 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.

3 semester hours. Prerequisite: CTE 302. Offered fall.

CTE 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 programs for career and technical education in particular.

3 semester hours. Prerequisite: CTE 300, 302, SPED 333. Offered spring.

CTE 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.

9 semester hours. Prerequisite: CTE 300, 301, 302, 303; CEP 215; FNED 340. Offered fall and spring.

Chemistry

Department of Physical Sciences

Professors: Gilbert, Glanz, Greene, Lefebvre, E. Magyar, J. Magyar, Marzouq, Viox, J. Williams, Jr.

Associate Professors: Cooley, Furton (chair), Meyer, Tiklos

Assistant Professors: Lamontagne, Soudwan

Programs of Study

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

Minor: Chemistry

Teacher Education Programs: Chemistry (B.A.); RITE, M.A.T., M.Ed. with concentration in Chemistry (see Secondary Education)

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 General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below. In addition, work in the following areas is encouraged: French or German to an intermediate level, Computer Science 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 201 (in unusual circumstances)

Physics 202 may be substituted for Physics 201, and Physics 101-102 may be substituted for Physics 200 and 201, 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 a minimum grade point average of 1.69 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 General Education 2000, the Writing 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 201)

Suggested Freshman Sequence for Both Chemistry Majors

First Semester

Chemistry 103 or 103H
Mathematics 209 or 212

Second Semester

Chemistry 104 or 104H
Mathematics 212 or 213

Third Semester

Chemistry 205
Mathematics 213 or 314
Physics 101 (for B.A.) or 200 (for B.S.)

Retention Standards

To continue in the major beyond the first year, a student must have a minimum grade

point average of 1.69 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 165. Chemistry students pursuing a program in secondary education should see page 300 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.

GRADUATE PROGRAMS

Rhode Island Teacher Education (RITE) Program

Students who already have an undergraduate degree with a major in chemistry may become eligible for Rhode Island certification to teach chemistry in secondary schools by completing the requirements for the RITE Program. See Secondary Education.

Master of Arts in Teaching (Chemistry)

Students who already have an undergraduate degree with a major in chemistry may become eligible for Rhode Island certification to teach chemistry in secondary schools by completing the requirements for the M.A.T. See Secondary Education.

Master of Education (Chemistry)

Students who are already certified to teach chemistry in Rhode Island secondary schools and who wish to pursue an M.Ed. should complete the requirements for the M.Ed. in secondary education. See Secondary Education.

COURSE OFFERINGS

CHEM 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 tutorial materials provide 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 recorded on the student's transcript). Offered as needed.

CHEM 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. Gen. Ed. Category LS. Prerequisite: CHEM 103 or equivalent is prerequisite to CHEM 104. Offered fall, spring, summer.

CHEM 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. Gen. Ed. Category LS. Prerequisite: CHEM 103H or equivalent is prerequisite to CHEM 104H. CHEM 103H offered fall and CHEM 104H offered spring.

CHEM 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. Gen. Ed. Category LS. Prerequisite: CHEM 105 is prerequisite to CHEM 106. CHEM 105 offered fall and summer; CHEM 106 offered spring and summer.

CHEM 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.

CHEM 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.

CHEM 304: Analytical Chemistry

Topics include the principles and applications of volumetric, gravimetric, and selected instrumental methods of analysis, in-

cluding potentiometric and spectroscopic methods. Lecture and laboratory.

(6) 4 semester hours. Prerequisite: CHEM 104, PHYS 102 or 201 or 202, or consent of department chair. Offered fall and spring (even years).

CHEM 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 PHYS 102 or 201 or 202. CHEM 305 or equivalent is prerequisite to CHEM 306. CHEM 305 offered fall and CHEM 306 offered spring.

CHEM 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 corequisite: CHEM 305 for 307, CHEM 306 for 308. CHEM 307 offered fall and CHEM 308 offered spring.

CHEM 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 PHYS 102 or 201 or 202. Offered as needed.

CHEM 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 catalysts are covered.

2 semester hours. Prerequisite: CHEM 303. Offered spring.

CHEM 311: Inorganic Chemistry Laboratory

Experiments performed illustrate periodicity, 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.

(3) 1 semester hour. Prerequisite: preceding or concurrent enrollment in CHEM 306 and 310. Offered spring.

CHEM 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 springs (odd years).

CHEM 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 falls (odd years).

CHEM 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.

CHEM 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.

CHEM 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.

CHEM 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 enzymic 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 (odd years).

CHEM 411: Biochemistry II

The physical and chemical properties of carbohydrates and lipids are presented. Emphasis is placed on intermediary metabolisms, 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: CHEM 410. Offered alternate springs (even years).

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 Our Lady of Fatima 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 General Education 2000, the Writing Requirement, the College Mathematics 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 (51-52)
Biology 108, 231, 335, 348, 429; Chemistry 103-104, 205-206, 304; Mathematics 181, 209, or 212 (based on advisement); Physics 101-102

Suggested Sequence

First Semester
Biology 108 (4)
Chemistry 103 (4)
Mathematics 181, 209, or 212 (3-4)
Writing 100 (4)
(Total semester hours: 15-16)

Second Semester
Biology 231 (4)
Chemistry 104 (4)
English 161 (4)
General Education (3)
(Total semester hours: 15)

Third Semester
Biology 335 (4)
Chemistry 205 (4)
History 161 (4)
General Education (3)
(Total semester hours: 15)

Fourth Semester
Biology 348 (4)
Chemistry 206 (4)
General Education Core 3 (4)
General Education (3)
(Total semester hours: 15)

Fifth Semester
Biology 429 or Chemistry 304 (4)
Physics 101 (4)
Elective (3)
General Education Core 4 (4)
(Total semester hours: 15)

Sixth Semester
Biology 429 or Chemistry 304 (4)
Physics 102 (4)
Electives (5)
(Total semester hours: 13)

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 cumulative grade point average of 2.5 and at least a 2.5 in mathematics and science courses are required. If accepted,

the student may undertake internship in the fourth year. Because there is no guarantee of acceptance, students should be prepared to elect an alternate program. Those interested should consult with the director.

COURSE OFFERINGS

See 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

MEDT 301: Clinical Microbiology

The relationship of bacteria to bacterial diseases of humans is discussed with emphasis on the application of procedures to medical diagnosis. Fungi, viruses, the rickettsias, and human parasites are also studied.
8 semester hours. Offered fall.

MEDT 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.

MEDT 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.

MEDT 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.

MEDT 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.

MEDT 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.

MEDT 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

COLL 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.

COLL 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.
(4) 3 semester hours. Prerequisite: consent of instructor, normally open only to freshman and sophomore students. Offered fall and spring.

Department of Communications

Professor: *Budner, Cabbage*

Associate Professors: *Israel (chair), Min, Palombo*

Assistant Professors: *Magen, A. Omitted*

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 technology 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 General Education 2000, the Writing Requirement, the College Mathematics 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; English 240, 341

One course from Communications 254, 258, 377

Cognates: three courses from Art 104, 114, 217; Economics 214; Management 301; Marketing 301; Psychology 215, 230, 251

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 Communication 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 communication courses

Cognates: at least 15 semester hours from the following disciplines with advisor'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 communication may pursue an elementary education teacher preparation program. For a description of the teacher education program in elementary education, see page 165.

Honors Program

Majors 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

COMM 200: Fundamentals of Research in Communications

The 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

COMM 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

COMM 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 as needed.

COMM 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 as needed.

COMM 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.

COMM 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.

COMM 241: Introduction to Film and Video

The industries, audiences, and content of film and video are analyzed and compared. Included are feature films, television pro-

grams, and documentaries. (Formerly Introduction to Cinema and Video.)

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

COMM 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 telegraphic form to simple program ideas and communicating with an audience is introduced. Course includes two-hour lab per week. (Formerly Communication 343.)

(5) 4 semester hours. Prerequisite: one semester hours of communications courses. Offered fall and spring.

COMM 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.

COMM 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.

COMM 261: Critical Inquiry into Free Speech

This is a critical inquiry into the issues of free speech and free speech "crises" in the United States and in certain non-Western countries.

4 semester hours. Prerequisite: Gen. Ed. Core 3, 2, and 3. Fulfill Gen. Ed. Core 4. Offered as needed.

COMM 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.

COMM 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 224.)

3 semester hours. Prerequisite: COMM 200. Offered fall and spring.

COMM 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.

COMM 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 219 or 220. Offered fall.

COMM 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.

COMM 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.

COMM 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.

COMM 325: Auditory and Speech Mechanisms

Topics include the anatomy and physiology of the speech and hearing mechanisms. Neurological, skeletal, and muscular functions involved in speech and hearing are also studied.

3 semester hours. Prerequisite: COMM 305. Offered spring.

COMM 329: Clinical Observation

The student puts in 25 clock hours of clinical observation in speech/language pathology and audiology, including observation of manufactured videotaped sessions and on-site sessions in schools, hospitals, and clinics. This course requires an investment of time off campus.

(1.5-2 semester hours. Prerequisite: junior standing, a minimum of six courses from the speech and hearing concentration, and a minimum cumulative grade point average of 3.0 in all courses. Offered as needed.)

COMM 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.

COMM 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.

COMM 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.

COMM 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.

COMM 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.

COMM 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.

COMM 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.

COMM 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.

COMM 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.

COMM 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 as needed.

COMM 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.

COMM 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.

COMM 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.

COMM 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.

COMM 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.

COMM 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 200. Offered as needed.

COMM 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.

COMM 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 as needed.

COMM 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: minimum grade of B in both COMM 301 and 311. Offered spring.

COMM 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.

COMM 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 communications majors who have completed at least 75 semester hours of undergraduate courses, 18 of which are in communications 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.

COMM 490: 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.

COMM 491: Special Problems in Communications

The student and a faculty advisor select a practicum-oriented problem on which to concentrate for the semester. The course requires periodic conferences between student and advisor, a tangible project, and a written report of the procedures followed in accomplishing the project. This course may be repeated once with a change in content. (Formerly Communications 491.)

3 semester hours. Prerequisite: 18 semester hours of communications courses, including COMM 200, and consent of instructor. Offered as needed.

Computer Information Systems

Department of Accounting and Computer Information Systems

Professors: Costa, Schwenker

Associate Professors: Bahami, Stecker, Sylvester

Assistant Professors: Cohen, Filippek, Przybyla (chair), Sznur, Jr.

Programs of Study

Major: Computer Information System (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 General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below.

(Semester hours are in parentheses.)

• Required Courses (63)
 Computer Information System 251, 256, 352, 353, 355, 362; Accounting 201, 202; Computer Science 310; Economics 214, 215; Finance 330; Management 249, 301, 302, 348, 361; Marketing 301
 Three 200- or 300-level courses (at least

one must be at the 300-level in computer information systems or computer science
 • 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 required 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 Center for Management and Technology. 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 Accounting and Computer Information Systems majors 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 Accounting and Computer Information Systems.

1. Satisfactory completion of the College Writing Requirement.
2. A minimum cumulative grade point average of 2.0.
3. Satisfactory completion (i.e., passing grade) of the following general education requirements:

- a. General education core;
 - b. Nine semester hours of distribution requirements.
4. Satisfactory completion (i.e., passing grade and a cumulative grade point average of 2.0) 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 Accounting and Computer Information Systems, 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 Accounting and Computer Information Systems 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 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 computer information

systems. 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.

CIS 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

CIS 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 spreadsheet 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.

CIS 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 Accounting and Computer Information Systems. Offered fall, spring, summer.

CIS 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.

CIS 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 ACCT 202. Offered as needed.

CIS 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 fall, spring, summer.

CIS 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, system implementation, and postimplementation evaluation.

3 semester hours. Prerequisite: CIS 352 or consent of department chair. Offered fall and spring.

CIS 354: Decision-Support Systems

An overview of computer models currently available to aid management decisions is provided. The primary focus is on software currently available for solving contemporary problems. Applications include portfolio management, cost accounting.

capital budgeting, inventory control, and sales forecasting.

3 semester hours. Prerequisite: CIS 353 and MGT 348, or consent of department chair. Offered spring.

CIS 355: Database 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 databases 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: CSCI 310 or consent of department chair. Offered fall and spring.

CIS 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 systems 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.

CIS 362: Applied Software Development Project

This is a practicum in the application of programming and systems-development concepts to a comprehensive systems-development project. Students 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, Berlen, Maslov, Nazarian, Rodrigues, Salbury, H. Salzberg (chair), Schiller, Sedlock, Simons, A. Smith

Associate Professors: Abushanab, Harrop, McDowell, Morgan, Scharfer

Assistant Professors: Humphrey, Ray, Sennings, G. Tropper, Zhou

Programs of Study

Major: Computer Science (B.A.)

Minor: Computer Science

UNDERGRADUATE PROGRAMS

Major in Computer Science

The computer science major involves hardware and software, theory and practice. As students progress through the major, they write programs (in several programming languages) of increasing complexity. Students also study the logic and hardware design of the machines themselves, the basic mathematical theory and techniques behind information processing, and several major software categories, such as operating systems, programming languages, and artificial intelligence.

The full degree program in computer science requires the completion of at least 120 semester hours, including General Education 2000, the Writing Requirement, the College Mathematics 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, 312, 313, 315, 325, 335

Computer Science 322 or 323

One course from Computer Science 327, 337, 355

Two courses from Computer Science 203, 204, 256, 310, 322, 323, 327, 337

•Cognates (12–15)

Mathematics 200 or 336

Mathematics 212 or 247

Mathematics 240 or 248

One course from the following: Communications 342, 348; Computer Information Systems 351, 355, 356, 362; Management 348; Mathematics 318, 336 (if not taken above); 345; Philosophy 305; Physics 201

Retention Standards

Students receiving grades of C- or below in two of their first four 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, 312, 313 (or 315); one course from Computer Science 101, 102, 204, 256; and two additional computer science courses numbered 310 or higher.

Honors Program

Computer science majors of superior scholastic ability are eligible to participate in the departmental honors program. Beginning in the fifth or sixth semester, qualified students may pursue an advanced project or research in computer science. Upon completion of the program, a student is awarded the Bachelor of Arts with honors in computer science. Details are available from the chair of the Computer Science Honors Committee.

COURSE OFFERINGS

It is expected that students will have completed the College Mathematics Requirement before taking any computer science course.

CSCI 101: Introduction to Computers

Students are introduced to computing and computers, their power and limitations.

Topics include an overview of computer systems, hardware and software, algorithms,

computer history, applications, and the impact of computers on society. Hands-on computer work is also included.

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

CSCI 102: Introduction to BASIC Programming

This course introduces programming in the language BASIC. 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.

3 semester hours. Prerequisite: three units of college preparatory mathematics or one college mathematics course. Offered fall and spring.

CSCI 201: Computer Programming I

The basic techniques of computer programming and algorithm development are presented, using an object-oriented programming language such as C++. Topics include arithmetic expressions, console and file input/output, control structures, functions, and arrays. Lecture and laboratory.

4 3 semester hours. Prerequisite: three units of college preparatory mathematics or MATH 120. Offered fall, spring, summer.

CSCI 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 multi-dimensional arrays, file handling, and text handling. Other topics may include graphics and theory of operation.

3 semester hours. Prerequisite: CSCI 102 or equivalent. Offered as needed.

CSCI 204: FORTRAN Programming

This course covers scientific programming in the language FORTRAN. Language topics include FORTRAN syntax, arithmetic and string expressions, interactive and file input/output, sequencing, decisions, logical data, EQUIVALENCE, COMMON, iteration, arrays, subprogram, and

functions. Algorithm development and programming methodology are presented.
3 semester hours. Prerequisite: CSCI 102, 201, 256, or equivalent, or consent of department chair. Offered as needed.

CSCI 221: Computer Programming II

This is a continuation of the study of computer programming and algorithm development begun in Computer Science 201, with emphasis on techniques needed to develop large programs. Topics include separate compilation, data abstraction, classes and objects, character strings, stacks, and queues.

3 semester hours. Prerequisite: CSCI 201 and either MATH 200 or 336. Offered fall and spring.

CSCI 256: Introduction to COBOL Programming

The elements of COBOL are taught to provide structured programming skills in this language. Topics include COBOL syntax, input/output statements, logic and arithmetic statements, basic sequential file processing, control breaks, and development of multigroup totals, as well as subscripts and table handling. Students cannot receive credit for both Computer Information Systems 256 and Computer Science 256. Offered by the Department of Accounting and Computer Information Systems.

3 semester hours. Prerequisite: an introductory course in computer science or computer information systems; or consent of chair of the Department of Accounting and Computer Information Systems. Offered fall, spring, summer.

CSCI 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: CSCI 256. Offered fall and spring.

CSCI 312: Computer Organization and Architecture I

Basic concepts of computer organization, architecture, and machine language programming are introduced. Topics include

data representation, binary arithmetic, combinatorial circuits, sequential circuits, registers, instruction sets, and assembly language programming.

3 semester hours. Prerequisite: CSCI 201 and either MATH 200 or 336. Offered spring.

CSCI 313: Computer Organization and Architecture II

This is a continuation of the study of computer organization, architecture, and machine language programming begun in Computer Science 312. Topics include the central processing unit, memory access, input/output, floating point operations, and subroutine linkage.

3 semester hours. Prerequisite: CSCI 221 and 312. Offered fall.

CSCI 315: Information Structures

Structures are presented for the efficient and extensible representation of information and relationships in computer programs. Topics include inheritance, polymorphism, recursion, searching, sorting, hashing, linked lists, trees, and priority queues.

3 semester hours. Prerequisite: CSCI 221 and either MATH 200 or 336. Offered fall.

CSCI 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: CSCI 315 and MATH 200 or 336. Offered as needed.

CSCI 323: Analysis of Algorithms

Techniques to analyze and design efficient algorithms are presented. 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: CSCI 315, MATH 200 or 336, and one semester of calculus. Offered as needed.

CSCI 325: Organization of Programming Languages

This is a course in programming language constructs, with emphasis on the run-time behavior of programs. Topics include language definition, data types and structures, and run-time considerations. Several programming languages are studied and compared.

3 semester hours. Prerequisite: CSCI 315 and 204 or 256 or 304. Offered spring.

CSCI 327: Introduction to Artificial Intelligence

This course introduces fundamental artificial intelligence methods, including search, inference, problem solving, and knowledge representation. AI applications, such as natural language understanding and expert systems, are introduced. Students program in an AI language such as Lisp or Prolog.

3 semester hours. Prerequisite: CSCI 315 and two additional 300-level computer science courses. Offered as needed.

CSCI 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: CSCI 313 and 315. Offered spring.

CSCI 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.

CSCI 355: Database 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 databases 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: CSCI 310 or consent of department chair. Offered spring.

Counseling and Educational Psychology

Department of Counseling and Educational Psychology

Professors: *Perkins, Williams*

Associate Professors: *Finley (chair), Rothchild, Wilczinski*

Assistant Professor: *Lansoun*

Programs of Study

Graduate Programs: Counseling with concentration in Agency Counseling, Agency Counseling—Chemical Dependency Counseling, Educational Psychology, or School Counseling (M.A.); Counselor Education with concentration in Mental Health Counseling (C.A.G.S.); School Psychology (C.A.G.S.)

GRADUATE PROGRAMS

The Department of Counseling and Educational Psychology prepares professionals in the areas 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 and licensure.

Master of Arts in Counseling—with Concentration 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 41.

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 403, 404, 406, 407, 408, 409, 411, 412, 449
Six semester hours of electives
•Comprehensive Examination (0)
(Total semester hours: 33)

Note: The comprehensive examination for the M.A. in counseling with concentration in agency counseling is administered in the spring and fall semesters of each year.

Master of Arts in Counseling—with Concentration in Agency Counseling—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 41.

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 (16)
Counseling and Educational Psychology 403, 404, 406, 407, 408, 409, 411, 412, 423, 424, 449; Psychology 410
•Comprehensive Examination (0)
(Total semester hours: 36)

Note: The comprehensive examination for the M.A. in counseling with concentration in agency counseling—chemical dependency counseling is administered in the spring and fall semesters of each year.

Master of Arts in Counseling—with Concentration 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 41.

(Semester hours are in parentheses.)

Program Requirements

•Required Courses (39)
Counseling and Educational Psychology 403, 404, 405, 406, 407, 408, 409, 411, 412, 430, 441, 449; Foundations of Education 402
•Comprehensive Examination (0)
(Total semester hours: 39)

Note: The comprehensive examination for the M.A. in counseling with concentration 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 Arts in Counseling—with Concentration in School Counseling

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 41.

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 (33–39)
Counseling and Educational Psychology 403, 404, 406, 407, 408, 409, 411, 412, 413, * 414, * 449
•Comprehensive Examination (0)
(Total semester hours: 33–39)

*Counseling and Educational Psychology 413 and 414 may be taken for three or six semester hours.

Note: The comprehensive examination for the M.A. in counseling with concentration in school counseling 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 41.

(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 41.

(Semester hours are in parentheses.)

Program Requirements***Foundations Component (10)**

Psychology 354, 410, 554

***Required Courses (57-63)**

Counseling and Educational Psychology 403, 404, 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 counseling with concentration 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 41. (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 Semesters

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.

Retrieval 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 Feinstein School of Education and Human Development.

COURSE OFFERINGS**CEP 215: Educational Psychology**

Psychological theories and research findings as they apply to classroom situations are analyzed. Emphasis is on both the characteristics of the learner and the nature of effective teaching.

4 semester hours. Gen. Ed. Category SB (elementary education majors only). Offered fall, spring, summer.

CEP 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.

CEP 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, PSYC 339, and NURS 313, or consent of department chair. Offered spring.

CEP 403: Theories and Methods of Counseling

The nature of the counseling process and theories of counseling are considered. Techniques of interviewing and various and special counseling problems in various schools and agency settings are studied.

3 semester hours. Prerequisite: graduate status, CEP 404 or equivalent, and/or consent of department chair. Offered fall, spring, summer.

CEP 404: Introduction to Counseling in Schools and Community Settings

This is an introduction to collaborative relationships between school systems and community agencies. Students learn about community agencies and their services and compare and contrast organizational structures of schools and agencies. Collaborative and consultative models are proffered for the development of partnerships.

3 semester hours. Prerequisite: admission to graduate program in Feinstein School of Education and Human Development. Offered fall, spring, summer.

CEP 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.

CEP 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 404, or consent of department chair. Offered fall and spring.

CEP 407: Vocational Counseling and Placement

Counseling theories are explored, including the assessment of individual aptitudes, interests, and abilities. Knowledge of occupational information sources and opportuni-

ties is developed by focusing on placement techniques in both school and agency settings.

3 semester hours. Prerequisite: CEP 404. Offered fall and spring.

CEP 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 404. Offered fall and spring.

CEP 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.

CEP 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.

CEP 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.

CEP 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.

CEP 414: Clinical Internship II

This is a continuation of Counseling and Educational Psychology 413.

3 or 6 semester hours. Prerequisite: CEP 413. Offered spring.

CEP 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.

CEP 421: Family Counseling Theory and Practice

Students are introduced to current family counseling theories and methods. Class instruction includes lecture, demonstrations, and family simulations.

3 semester hours. Prerequisite: CEP 409 and 411. Offered fall.

CEP 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 404. Offered fall.

CEP 423: Rehabilitation of the Chemically Dependent Person

A survey of the field includes etiology, assessment typologies, and rehabilitation techniques.

3 semester hours. Prerequisite: CEP 404. Offered fall.

CEP 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.

CEP 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.

CEP 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.

CEP 430: Behavior Modification in Social Settings

Current theory, research, and applications of behavior modification are reviewed. 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.

CEP 441: Psychological Perspectives on Learning and Teaching

This is a foundations 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.

CEP 445: Teaching and Learning in the Middle School

This course for classroom practitioners or those anticipating teaching at the middle-school level prepares teachers in the application of educational psychology theories and principles. It also develops knowledge of practice at the middle school level.

3 semester hours. Prerequisite: graduate status or consent of the department chair. Offered fall, spring, summer.

CEP 449: Applied Educational Research

Examined are techniques and practices of applied educational research (surveys, 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, PSYC 420, or equivalents). Offered spring.

CEP 462: Existential Counseling Seminar

Existential counseling concepts are considered in the context of the philosophical and socio-cultural 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.

CEP 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.

CEP 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.

CEP 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.

CEP 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 evaluation 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, and matriculation in the C.A.G.S. program in school psychology. Offered spring.

CEP 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.

CEP 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 student 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.

CEP 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.

CEP 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.

CEP 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.

CEP 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.

CEP 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.

CEP 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.

CEP 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 project.

3 semester hours. Offered fall.

CEP 575: Consultation, Collaboration, Intervention, and Evaluation

This course is designed for graduate students in school psychology, school counselors, special educators, and administrators interested in collaboration. The course highlights direct and indirect support-service delivery in schools.

3 semester hours. Prerequisite: graduate status. Offered spring.

CEP 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.

CEP 583: Advanced Clinical Practicum in Counseling I

Practice, with 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.

CEP 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.

CEP 585: Counseling Families

A survey of theoretical models employed in family counseling is presented along with case studies.

3 semester hours. Offered spring.

CEP 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.

CEP 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.

CEP 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: *Biedon, Buci, Bzowski, Emer, Helms, McClintock, Mitchell, Nelson, Pungfoly (chair), A. Smith, Stone, Turley*

Associate Professors: *Brill, Jr., Davis, Goodness, McCrystal, McSweeney, Reyes, N. Sullivan, Taylor, Tikusa*

Assistant Professors: *Bigler, Crovnyck, Gomez, Poole, C. Williams*

Programs of Study

Graduate Programs: Educator of Gifted Children Certificate Program

GRADUATE PROGRAM**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**CURR 420: Middle School Curriculum**

This course examines the emergence and development of the middle school in America and the curricular trends, issues, and movements. Specific attention is focused on the middle school child, interdisciplinary instruction, and the design and evaluation of programs. (Formerly Curriculum 520.)

3 semester hours. Prerequisite: undergraduate status, consent of department chair, and consent of dean of the School of Graduate Studies. Offered fall, spring, summer.

CURR 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.

CURR 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.

CURR 505: Learning Theory and Curriculum Research

This course examines learning theory from an educational perspective, with 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 alternate springs (odd years).

CURR 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: graduate status. Offered spring.

CURR 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: CURR 503. Offered fall.

CURR 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. Offered fall.

CURR 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: CURR 503 or consent of instructor. Offered fall.

CURR 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: CURR 558 or consent of instructor. Offered spring.

CURR 560: Seminar in Curriculum

Topics vary.

3 semester hours. Prerequisite: consent of instructor. Offered as needed.

CURR 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: CURR 503 and consent of department chair, PSYC 320 or a course in statistics with consent of advisor and acceptance into a C.A.G.S. program. Offered fall.

CURR 591: Field Project

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 program. *1 semester hour. Prerequisite: CURR 561. Offered fall and spring.*

CURR 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: CURR 591 or ADMN 591. Offered fall and spring.

Dance

Department of Music, Theatre, and Dance

Professors: *Boberg, Burt, Custer, Elam, Hutchinson (chair), Jones, Mack, Markward, McClintock, Pellegrini, Scheff, R. Smith, Sillman*

Associate Professor: *Samerlin*

Assistant Professors: *Abernathy, Del Giudice, Franzblau, W. Wilson, Jr.*

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 full academic year's performance with the Rhode Island College Dance Company.

COURSE OFFERINGS**DANC 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. DANC 103-105: Offered as needed.

DANC 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.*

DANC 112: Introductory Jazz

The technique, rhythm, 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.*

DANC 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).*

DANC 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. Offered fall, spring, summer.*

DANC 181: 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.*

DANC 210: Intermediate Ballet

Intermediate ballet technique and the classical tradition in dance are covered through an intensive studio experience, related readings, 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: DANC 110. Offered spring.

DANC 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: DANC 112. Offered spring.

DANC 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: DANC 114. Offered alternate springs (even years).

DANC 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: DANC 116. Offered fall.

DANC 281: Dance Company

Credit is available to all qualified students who participate for the full academic year. *1 semester hour. Prerequisite: membership in Rhode Island College Dance Company and consent of instructor. Offered spring.*

DANC 302: Musical Resources for Dance

Experiences include taking rhythmic sections, composing rhythmic scores, and analyzing musical forms. Criteria for selection of music to support, supplement, or contrast with dance are developed. Specific attention is given to accompaniment for teaching dance.

3 semester hours. Offered as needed.

DANC 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).

DANC 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).

DANC 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: DANC 304. Offered as needed.

DANC 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: DANC 116 and 304. Offered alternate falls (even years).

DANC 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 director. Offered as needed.

DANC 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).

DANC 315: Lighting for Theatre and Dance

The student explores the aesthetic quality of light as it can be applied to lighting for the stage. Fifteen hours of laboratory experience on a major Rhode Island College Theatre or Dance Company production is required. Students cannot receive credit for both Theatre 315 and Dance 315.

3 semester hours. Prerequisite: THTR 210 or consent of department chair. Offered every third semester.

DANC 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: DANC 116 and 216. Offered alternate springs (odd years).

DANC 317: Stage Management for Theatre and Dance

The student is trained in the responsibilities of a stage manager for both commercial and noncommercial theatre and dance companies. Basic techniques and management competencies are formulated. Students cannot receive credit for both Theatre 317 and Dance 317.

(3-4) 3 semester hours. Prerequisite: THTR 205 and 210, or consent of department chair. Offered as needed.

DANC 320: Touring Dance

Students participate in all aspects of the creation of a touring program for children. Programming includes repertory selection, analysis, rehearsal, performance, script development, and assessment and responsibility for technical support.

(6) 3 semester hours. Prerequisite: DANC 116 and 216. Offered spring.

DANC 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.

DANC 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 falls (even years).

DANC 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: DANC 216. Offered as needed.

DANC 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.

DANC 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.

DANC 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.

DANC 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 Finance

Professor: Moore

Associate Professors: Blais, Harman, Kazem, Marks (chair)

Assistant Professors: Ahkam, Karim

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 General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below.

(Semester hours are in parentheses.)

•Required Courses (30)

Economics 214, 215, 314, 315, 349, 353, 360

Three courses from Economics 321, 322, 331, 333, 334, 335, 336

•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 should enroll in the required courses at the 200-level, including introductory courses in economics.

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 165.

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 56.

COURSE OFFERINGS

ECON 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. Offered fall, spring, summer

ECON 214: Principles of Microeconomics

This introduction to microeconomics includes such areas of decision making as individual demand theory, cost theory, production theory, and the structure of markets. Students are also introduced to the general methodological approach used in microeconomic analysis.

3 semester hours. Prerequisite: completion of the College Mathematics Requirement. Offered fall, spring, summer.

ECON 215: Principles of Macroeconomics

The U.S. economy as a whole is considered. Students explore the problems of inflation and recession by examining aggregate demand, aggregate supply, national product and income, and the influence of money and interest rates on the economy. Policy formulation is also discussed.

3 semester hours. Prerequisite: ECON 214. Offered fall, spring, summer.

ECON 313: Managerial Economics

Economic analysis is applied to managerial decisions in this intermediate-level course. Techniques for analyzing and estimating revenue, cost, and profit are developed. Pricing and profit-maximizing strategies within different market structures are examined.

3 semester hours. Prerequisite: ECON 214, MGT 249, MATH 240 (or 248). Offered spring.

ECON 314: Intermediate Microeconomic Theory and Applications

This intermediate-level course builds upon and expands the theoretical foundations of microeconomics covered in Economics 214. Myriad applications of that theory are developed, using both graphical and mathematical techniques. The role of microeconomics in managerial decision making is stressed.

3 semester hours. Prerequisite: ECON 214, 215, MATH 238. Offered fall.

ECON 315: Intermediate Macroeconomic Theory and Analysis

Macroeconomic models are developed and used to analyze economic growth and the problems of unemployment and inflation. The effectiveness of fiscal and monetary policies are examined, using models depicting the interactions of product, resources, and financial markets.

3 semester hours. Prerequisite: ECON 214, 215, MATH 238. Offered spring.

ECON 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.

ECON 322: Economics of Developing Countries

The characteristics of developing countries and the process of economic development are examined. Topics include poverty, inequality, unemployment, capital formation in industry and agriculture, and the effects of foreign trade and aid.

3 semester hours. Prerequisite: ECON 214, 215, MATH 177. Offered as needed.

ECON 331: Labor Economics

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

3 semester hours. Prerequisite: ECON 214, 215, MATH 177. Offered as needed.

ECON 333: Economics of Government

The role of the public sector in the United States and its effect on the economy are studied. The impact of federal, state, and local government expenditure and revenue

patterns on personal and societal economic decisions are also examined. (Formerly Public Finance.)

3 semester hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 334: Money and Banking

The structure and functions of financial institutions are studied. The money creation process is examined, with emphasis on the role of commercial banks and monetary policy actions of the Federal Reserve designed to stabilize the economy.

3 semester hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 335: Urban Economics

Economic analysis is applied to the development and problems of urban areas. Market forces that determine why and where cities develop, and the land uses within metropolitan areas, are examined. Urban issues, such as poverty, housing, and transportation, are analyzed. (Formerly Regional and Urban Economics.)

3 semester hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 336: Industrial Organization and Market Structure

The economics of industrial organization are introduced. Students analyze the organization of firms and industries, using a combination of microeconomic theories and empirical data. Public policy issues, including antitrust and regulatory mechanisms, are assessed.

3 semester hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 349: Applied Forecasting Techniques

The quantitative methods used in testing theoretical propositions in economics and business are presented. Emphasis is on the use of regression analysis, time-series models, and other econometric methods for forecasting economic and business variables.

3 semester hours. Prerequisite: ECON 214, 215, 314; MGT 249; MATH 248. Offered as needed.

ECON 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.

ECON 353: History of Economic Thought

The development of economic thought from the time of the preclassicalists to our current time is presented. This seminar serves as the first course of the student's two-semester capstone experience in economics.

3 semester hours. Prerequisite: ECON 314 and 315. Offered fall.

ECON 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: ECON 349 and 353. Offered spring.

ECON 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.

ECON 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
Secondary Education
Special Education
Teaching English as a Second Language
Technology Education

Education Doctoral Program

Professors: Bassi, Condon, Dickson, Ewold-Lobson, Glaser (co-director), Gleason, Holland, Kuchanek, Oehlkers, Pumphrey, Rowell, Stieglitz

Associate Professors: Brell, Jr., Dylson, Medina-Landsund, Roemer, Wilczinski, Wolfman-Bonilla

Adjunct Professors: Barton, Bowmetts, Briningham, Byrd, Casuso, Calista, Feld, Felix, Horn-Winger, Kellogg, Kovarsky, Long, Marshall, McKinney (co-director), Pursell, Teitel, George Willis, Grant 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 base 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 segment of each student cohort will be

teachers and administrators from Rhode Island committed to developing advanced teaching, leadership, and research skills.

Admission Requirements

Master's degree from a regionally accredited college or university; Graduate Record Examination scores; official transcripts; curriculum vita; 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 15, 1999. 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 experience; and (d) complete a successful dissertation and defense.

COURSE OFFERINGS

EDP 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.

EDP 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 613. Offered fall and spring.

EDP 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.

EDP 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.

EDP 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.

EDP 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 summer.

EDP 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.

EDP 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: Bettes, Cardeno (Chair), Eiser, Glazer, Green, Oehlkers, Peiry, Rowell, Rude, Slaker, Starnig, Strogatz

Associate Professors: Knierley, Lyons, Willson-Bovilla

Assistant Professors: Carry, Cotti, Henshaw, Pickering

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 (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 program 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 and endorsement 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 General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the program requirements listed below. The Feinstein School of Education and Human Development requires all undergraduate students to participate in a community service experience. This requirement may be completed on an individual basis or through one or more of the required courses in the undergraduate program. 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 General Education 2000; 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 (LS).

(Semester hours are in parentheses.)

*Required Courses (20)

Biology 109* (LS); English 210; Mathematics 143, 144 (M); Physical Science 103* (LS)

One course from the Social and Behavioral Sciences (SB) Category of General Education 2000, except psychology

*Major or Teaching Concentration (24-55)

See Major or Teaching Concentration below.

*Professional Courses (45-57)

Elementary Education 300, 322, 339, 360; Art Education 340 (A); Counseling and Educational Psychology 215 (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
Elementary School.

B. Elementary School:
Elementary Education 335, 336, 337, 338

C. Elementary/Middle School:
Elementary Education 335, 336, 337,

338; Counseling and Educational Psychology 445 or Psychology 332 (or 402); Curriculum 420. Students in the elementary/middle school program should take Elementary Education 339 (resident 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 alternatives. †Students electing a teaching concentration in special education are not required to take Special Education 333.

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 or teaching concentration. 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*

Communications

Economics*

English

Film Studies

French†

General Science*†

Geography*

History*

Mathematics*

Philosophy

Physics*

Political Science*

Psychology

Sociology*

Spanish†

Theatre

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 requirements. 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 Feinstein School of Education and Human Development (see page 75).

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. All programs in the Feinstein School of Education and Human Development require a minimum grade point average of 2.50.

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. A minimum of three semester hours from English 301, 302, 347, 348, 351, 352, 354, 355, 356, 357, 358, 359 and a minimum of three semester hours from an additional 300-level English course

B. A minimum of six semester hours from the following and any communications or theatre course listed above (if not taken previously): Communications 355, 359; Theatre 340, 341

C. A minimum of six semester hours 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 (22-24)

Mathematics 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

Teaching Concentration in Special Education

See Special Education.

Note: Students in the teaching concentration in special education do not take Special Education 333.

Specialization in Bilingual-Bicultural Education

See Bilingual-Bicultural Education.

Certification

Students who satisfactorily complete an elementary education program are eligible for the Rhode Island provisional 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) special educator of students with mild/moderate disabilities, kindergarten through middle school level; (2) special educator of students with mild/moderate disabilities, middle school through secondary level; or (3) special educator of children and young adults with severe/profound disabilities, ages 3-21.

In addition to Counseling and Educational Psychology 215, students in the elementary/middle school program should take Counseling and Educational Psychology 445 or Psychology 332 (or 402) and Curriculum 420.

Students who wish to earn both early childhood and elementary certificates should inquire in the department about course requirements.

GRADUATE PROGRAMS

Advisor: James Bettes, Patricia Cordeiro, Joan Glazer, Elizabeth Henshaw, Janar Pickreign, Julie Wollman-Bonilla (*M.Ed. Elementary*)

Anne Perry, Elizabeth Rowell, Clyde Slicker (*M.Ed. Early Childhood*)

Lorraine Conti, Marilyn Ennet, Richard Green, Patricia Lyons, Ellsworth Starring (*M.A.T.*)

Robert Carey, Marilyn Ennet, William Oehlkers, Elizabeth Rowell, Robert Rude, Ezra Sieglitz (*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 41. (Semester hours are in parentheses.)

Program Requirements

- Foundations Component (6)
- Elementary Education 410, Foundations of Education 402
- Professional Education Component (15)
- Elementary Education 505
- Four courses from Elementary Education 404, 408, 418, 428, 434
- Related Disciplines Component (9-12)
- Special Education 431 (if its equivalent has not been taken at the undergraduate or graduate level)
- With advisor's consent, three 400- or 500-level courses within the Feinstein School of Education and Human Development (list of recommended courses available from advisor), or three 300-level or higher courses within the Faculty of Arts and Sciences
- Comprehensive Examination or Thesis (0) (*Total Semester Hours: 30-33*)

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/Requirements on page 41. (Semester hours are in parentheses.)

Program Requirements

- Foundations Component (6)
- Foundations of Education 420; Psychology 400
- Professional Education Component (10)
- 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: Elementary Education 404, 408, 409, 415, 418, 421, 428, 434, 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 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 41.

(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (6)
- Courses chosen with advisor's consent
- Professional Education Component (30)
- 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 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 41.

(Semester hours are in parentheses.)

Program Requirements

- Foundations Component (9)
- Counseling and Educational Psychology 441; Foundations of Education 446, 447
- Professional Courses (30)
- Elementary Education 400, 459; 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: 39*)

Student Teaching

All advanced education course work, except Foundations of Education 447, must be completed prior to student teaching. Students must have a minimum grade point average of 3.0 in the program and meet other prerequisites for student teaching. Also see course description for Elementary Education 459.

COURSE OFFERINGS**ELED 300: Concepts of Teaching**

Focus is on the analytical study of teaching. Specifically included are technical skills of teaching, a repertoire of teaching models, classroom management strategies for all children, including the atypical/exceptional, and several observational techniques. School visits and tutoring are required. *A semester hour. Prerequisite: minimum GPA of 2.50, with a minimum grade of C in CEP 215. Offered fall and spring.*

ELED 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.*

ELED 318: Early Childhood Education; Day Care for Children from Birth-3

Focus is 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 education curriculum and assessment, students develop professional teaching skills. *(5) 3 semester hours. Prerequisite: admission to the elementary education teacher preparation program and preceding or concurrent enrollment in ELED 328. Offered fall and spring.*

ELED 322: Teaching Developmental Reading

Reading instruction from a developmental perspective is examined. Focus is on the

elements of a balanced program in reading and writing. Instructional implications for teaching special populations are also examined in this field-based course.

(4) 3 semester hours. Prerequisite: admission to the elementary education teacher preparation program. Offered fall and spring.

ELED 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, BIOL 109, PSCI 103, and recommendation of ELED 300 or 400 instructor. Offered fall and spring.

ELED 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; ELED 322, 328; ENGL 210; MATH 143, 144. Offered fall and spring.

ELED 335: Teaching Language Arts in the Elementary School

This course is designed to develop an understanding of the role of language arts in elementary schools and the development of teaching/learning strategies related to teaching language arts to all children, including special populations. Laboratory/conference required.

(5) 3 semester hours. Prerequisite: admission to the elementary education teacher preparation program and ENGL 210. Offered fall and spring.

ELED 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.

ELED 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; BIOL 109, PSCI 103. Offered fall and spring.

ELED 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.

ELED 339: Student Teaching in the Elementary School

This course provides teaching experience in preschool, elementary, or middle school classrooms under joint supervision of a certified cooperating teacher and a College supervisor. It is to be taken concurrently with 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 ELED 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.

ELED 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.)

1 semester hour. Prerequisite: concurrent enrollment in ELED 339. Offered fall and spring.

ELED 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.

ELED 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: pre-counselor or concurrent enrollment in CEP 441 and matriculation in M.A.T. program. Offered fall and spring.

ELED 401: Reading in the Content Areas

Emphasis is placed on methods which teachers K-12 can use to help students learn from subject matter materials.

3 semester hours. Prerequisite: graduate status or consent of department chair. Offered fall, spring, summer.

ELED 402: Curriculum and Methods in Early Childhood Education

Students analyze sequential curriculum experiences for day-care and nursery, preschool, 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.

ELED 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.

ELED 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: ELED 330 or 338 or elementary school teaching experience, or consent of instructor. Offered fall.

ELED 405: Play and Inquiry across Early Childhood Curricula

Relationships between play and inquiry are defined and concepts in individual curriculum areas are examined. 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 examined.

3 semester hours. Prerequisite: graduate status or consent of instructor. Offered summer.

ELED 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: ELED 402. Offered spring.

ELED 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. Prerequisite: graduate status and TESL 439 (or 441 or 449). Offered fall and summer.

ELED 408: Language Arts in the Elementary School

This is a foundation in research and theory focusing on oral and written language learning, classroom talk, sociocultural diversity in communication styles, the teacher's role in a child-centered classroom, and integrating language arts with other curriculum areas.

3 semester hours. Prerequisite: graduate status and ELED 330 or 335 or equivalent, or consent of department chair. Offered fall and spring.

ELED 409: Emergent Literacy—Infants-Grade 2

Students learn how to help young children acquire an interest in reading along with necessary concepts about print and books. Effective methods for communicating with parents about their role in emergent literacy are also investigated. (Formerly Beginning Reading—Pre-K through Grade Two.)

3 semester hours. Prerequisite: graduate status. Offered summer.

ELED 410: Research Methods, Analysis, and Applications

Students consider the process, products, and application of educational inquiry. Topics include research design, data collection, analysis, and interpretation of qualitative and quantitative procedures. This course is designed for practitioners and consumers of research literature.

3 semester hours. Prerequisite: graduate status and prior work in research methods or applied research, or tests and measurements, or statistics; or consent of department chair. Offered as needed.

ELED 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: ELED 330 or elementary school teaching experience, or consent of instructor. Offered spring.

ELED 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: ELED 418. Offered as needed.

ELED 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: ELED 416 or consent of instructor. Offered as needed.

ELED 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.

ELED 421: Computer Application in the Classroom

Educators become acquainted with the computer as an instructional and creative tool for children and teachers. Focus is on peripheral devices, telecommunications, spreadsheets, databases, logos, and samples of

educational software. (Formerly Educational Applications of Microcomputers.)

3 semester hours. Prerequisite: graduate status. Offered fall, spring, summer.

ELED 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: ELED 328 or elementary school teaching experience, and consent of instructor. Offered fall.

ELED 434: Developmental Reading: Pre-K-8

Course content includes emergent literacy, reading and the other language arts, word recognition strategies, comprehension processes, study skills, and literacy evaluation. Emphasis is placed on recent research and curriculum trends in literacy education.

3 semester hours. Prerequisite: graduate status and ELED 322 or equivalent, or elementary school teaching experience, or consent of department chair. Offered fall, spring, summer.

ELED 435: Using the Newspaper to Teach Basic Skills

Elementary, middle, junior high, and high school teachers gain the skills needed to use the newspaper as an instructional tool. A field trip to the Providence Journal-Bulletin is included.

3 semester hours. Prerequisite: graduate status. Offered summer.

ELED 453: Diagnostic Techniques in Elementary School Mathematics

This course examines principles and approaches of diagnosis. Administration and interpretation of commercial, individual, and group diagnostic instruments are provided. Diagnostic tests are constructed, administered, and evaluated for both clinical and large-group use. In addition, current research validating diagnostic techniques is examined.

3 semester hours. Prerequisite: ELED 404 or consent of instructor. Offered as needed.

ELED 454: Teaching Strategies in Elementary School Mathematics

Emphasis is placed upon teaching strategies useful in introducing, developing, and providing practice for mathematical topics. Special consideration is given to those teaching strategies and guidelines which are appropriate for instruction as a follow-up to a thorough diagnosis of student's strengths and weaknesses. Both remediation and enrichment activities are stressed. 3 semester hours. Prerequisite: ELED 453. Offered as needed.

ELED 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: ELED 454. Offered as needed.

ELED 458: Teaching and Learning Writing

Students focus on the nature of composition, text types, and genre, including narration, exposition, description, and persuasion. Emphasis is placed on engagement and assessment appropriate to elementary and middle schools. Psycholinguistics and sociocultural influences on writing are examined. (Formerly Developing Composition and Creative Writing Skills in the Elementary School.)

3 semester hours. Prerequisite: graduate status and ELED 408, or consent of department chair. Offered as needed.

ELED 459: Student Teaching in the Elementary School

Under joint supervision of a certified cooperating teacher and a College supervisor, students 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 ENED 447, and completion of all courses in the M.A.T. program in elementary education, except FNED 447.

ELED 460: Seminar in Education

Topics vary.

3 semester hours. Offered as needed.

ELED 461: Seminar in Education: Designing and Directing Preschool and Day-Care Programs

Offered here is an analysis of quality day-care and preschool programs and of the administrative functions necessary to maintain and improve these programs. Topics include staff training, supervision, licensing regulations, budgeting, and parental and community involvement.

3 semester hours. Prerequisite: ELED 406. Offered as needed.

ELED 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.

3 semester hours. Prerequisite: ELED 406. Offered fall.

ELED 485: Diagnosis of Reading Difficulties

Through lectures, demonstrations, and experiences, students are introduced to the theory of reading difficulties and develop skill in diagnosis. This course is intended for professionals who work with disabled readers.

3 semester hours. Prerequisite: graduate status and ELED 401 and 434. Offered fall.

ELED 486: Treatment of Reading Difficulties

Focus is on current theories, practices, and materials concerning students who have reading difficulties. This course is intended for professionals who work with disabled readers.

3 semester hours. Prerequisite: graduate status and ELED 485. Offered spring.

ELED 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.

ELED 529: Remedial Reading Clinic

Attention is given to the diagnosis and treatment of reading difficulties. Students gain proficiency in using strategies for overcoming reading difficulties and practice these techniques in a six-week summer reading clinic.

6 semester hours. Prerequisite: graduate status and ELED 401, 434, 485, 486. Offered summer.

ELED 541: Administration of Reading Programs

The role of the reading consultant in improving reading instruction is examined. Included is a study of the concept of literacy, a review of model reading programs, the change process, curriculum planning, and the evaluation of reading instruction.

3 semester hours. Prerequisite: graduate status and ELED 362. Offered spring.

ELED 562: Seminar in Education: Review of Research in Reading

Focus is on the teacher as researcher. Applications of current instructional research are integrated into a student project. Students study descriptive and experimental research and become critical consumers of reading research.

3 semester hours. Prerequisite: graduate status and ELED 529. Offered fall.

ELED 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

Professor: Anklamet, P. Benson, Cobb, Dagle (chair), Einar, Feldstein, Grand, Hall, Hagan, Kalinai, M. Mason, Mitchell, Reddy, A. J. Roche, A. Salzberg, Schapin, Singh, Springer, Turley

Associate Professors: M. Anderson, S. Brown, Calbert, Haas, McSweeney, Orsini, Roemer, Saleses

Assistant Professors: Pitter, Scott, Zornado

Programs of Study

Major: English (B.A.)

Minor: English, Writing

Graduate Options: English, English—Creative Writing (M.A.)

Teacher Education Programs: 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 General Education 2000, the Writing Requirement, the College Mathematics Requirement, 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 (16)

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.

Sequence

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 161. 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.

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 165. English students pursuing a program in secondary education should see page 300 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

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 and American literature, familiarity with contemporary theoretical approaches to literature, specialization within the discipline, and experience with literary research.

Admission Requirements

A minimum grade point average of B (3.0) in 24 semester hours of upper-level study in English language and literature; Graduate Record Examination scores; Graduate Record Advanced Literature in English Examination scores (optional); three letters of recommendation, with at least two from English professors. Also see Graduate Admission Procedures/Requirements on page 41.

Program Requirements

Master of Arts in English: Thirty semester hours of courses taken at the graduate level, of which no more than nine are at the 300-level. The student, in consultation with the departmental graduate advisor, will select either the examination plan or the thesis plan.

Master of Arts in English—Creative Writing: Thirty semester hours of courses taken at the graduate level, of which no more than nine are at the 300-level, within the 30 semester hours of courses, a minimum of nine hours must be in graduate workshops (English 581); within the 30 semester hours

of courses, a minimum of 12 hours must be in graduate literature courses, thesis required.

Examination Plan

Upon completion of at least 24 semester hours of graduate course work, the student takes a written examination prepared and administered by the Department of English. The examination is based on reading lists in two of the following four categories:

British literature before 1800

British literature since 1800

American literature

Theory or genre

Prior to the examination, the student in consultation with faculty will prepare reading lists for the two categories selected. The departmental graduate committee must approve the reading lists and will appoint faculty committees to conduct examinations.

Guidelines for preparing reading lists are available from the departmental graduate advisor.

Thesis Plan

Under the thesis plan (optional for M.A. in English; required for M.A. in English—Creative Writing), students take English 592 (Master's Thesis) in their final semester of study toward the M.A. degree, during which they complete research for and write a master's thesis on a subject of their choice that has been approved by the departmental graduate committee. Students may also, at an option in a previous semester, take English 591 (Directed Reading) in preparation for the writing of the thesis.

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 by a second reader appointed by the departmental graduate committee.

For M.A. in English students, the thesis will normally be a substantial critical or research paper (though different kinds of projects are possible) of approximately 50 to 70 pages in length. For M.A. in English—Creative Writing students, the thesis will consist of a substantial body of poetry, fiction, nonfiction prose, or drama. A defense of the thesis before a faculty committee is required in all cases.

Rhode Island Teacher Education (RITE) Program

Students who already have an undergraduate degree with a major in English may become eligible for Rhode Island certification to teach English in secondary schools by completing the requirements for the RITE Program. See Secondary Education.

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.

Master of Education (English)

Students who are already certified to teach English in Rhode Island secondary schools and who wish to pursue an M.Ed. should complete the requirements for the M.Ed. in secondary education. See Secondary Education.

COURSE OFFERINGS

ENGL 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 credit does not apply toward the 120-semester-hour graduation requirement, but counts toward full-time enrollment and is recorded on the student's transcript). Offered fall, spring, summer.

ENGL 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.

ENGL 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. Offered fall and spring.

ENGL 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. Offered fall and spring.

ENGL 117: Contemporary Approaches to Literature

This writing-intensive course develops a critical understanding of literature as an art form and as an expression of diverse cultural voices, including the voices of women, minorities, and non-Western authors.

3 semester hours. Offered fall and spring.

ENGL 161: Western Literature

Students examine the culture and heritage of the Western world as expressed in literature.

4 semester hours. Gen. Ed. Core 1. Offered fall, spring, summer.

ENGL 163: Introduction to Non-Western Literary Cultures

A variety of literary writings are used to introduce students to selected themes and topics in relation to the history and culture of one or more non-Western societies. Sections of this course are titled: African Narrative; and Modern India: A Crisis of Identity and Direction.

4 semester hours. Gen. Ed. Core 3. Offered fall, spring, summer.

ENGL 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 ENGL 161. Offered fall and spring.

ENGL 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: ENGL 201. Offered fall and spring.

ENGL 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.

4 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Offered as needed.

ENGL 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.

4 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Offered as needed.

ENGL 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: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Offered as needed.

ENGL 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, spring, summer.

ENGL 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.

ENGL 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 fall, spring, summer.

ENGL 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: WRITG 100 or completion of the College Writing Requirement. Offered fall and spring.

ENGL 230: Business Writing

Students practice the forms of applied writing appropriate to business and industry (e.g., reports, proposals, memorandums, and letters).

3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement. Offered fall, spring, summer.

ENGL 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.

ENGL 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: WRITG 100 or completion of the College Writing Requirement. Offered fall and spring.

ENGL 301: American Literature to 1860

This course studies the poetry, nonfiction prose, and short fiction of the period.

3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 302: American Literature from 1860 to 1914

This course studies the poetry, nonfiction prose, and short fiction of the period.

3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 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: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 321: Modern Poetry

This course emphasizes major contributions in British and American poetry from 1900 to midcentury.

3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 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, theatrical, and theoretical forces which shaped their writing.

3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 323: Modern British Novel

This course studies the 20th-century British novel with emphasis on its development to midcentury.

3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 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: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 325: Literature and Film

This course considers the role of the motion picture as a major literary and social force of the 20th century, and studies the major genres of the feature film and their relationships to other literary and visual forms. Students are expected to view films shown in class, to read and write film criticism, and to see films frequently off campus.

3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 326: Studies in Afro-American Literature

This course examines black literature in English. Topics vary. May be repeated for credit with a change in content.

3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 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: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 328: Modern American Fiction

This course studies significant fiction from World War I to midcentury.

3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 329: Contemporary American Fiction

This course studies significant American fiction from midcentury to the present.

3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement,

and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 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: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 333: Modern English Grammar

This course examines the structure of modern English from the perspective of traditional and modern grammars: 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: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 334: Studies in Theory and Criticism

Topics are selected from contemporary theory or the history of criticism. Topics vary. This course may be repeated for credit with a change in content.

3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 335: Studies in World Literature

Subjects are drawn from various historical periods, such as classical Greek, modern European, or contemporary African. Topics vary. This course may be repeated for credit with a change in content.

3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for

English majors: ENGL 201 and 202. Offered as needed.

ENGL 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.

3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 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: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 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: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 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: WRITG 100 or completion of the College Writing Requirement,

and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 340: Contemporary Poetry

This course studies major trends, movements, and figures from midcentury to the present.

3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 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: WRITG 100 or completion of the College Writing Requirement, ENGL 161 and 240. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 342: Contemporary Drama

Landmarks in dramatic literature from mid-century 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: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 343: Recent Fiction

This course studies significant fiction of the last 20 years without national restriction. 3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 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: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 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: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 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: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 347: British Literature to 1500

With primary emphasis on British literature of the Middle Ages, this course considers such writings as Rowulf Anglo-Saxon lyrics, the works of the Pearl Poet, Piers Plouman, and Malory's *Morte D'Arthur*.

3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 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.

3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 351: British Literature from 1603 to 1674

This course examines the works of Donne, the metaphysical poets, Jonson, and Milton, among others.

3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 352: British Literature from 1660 to 1784

This course examines the works of Dryden, Pope, Swift, and Johnson, among others. 3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 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.

3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 355: British Literature from 1832 to 1900

This course studies the Victorian period, including Hopkins, Tennyson, Browning, the Pre-Raphaelites, and Arnold.

3 semester hours. Prerequisite: WRITG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 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. *3 semester hours. Prerequisite: WRTG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.*

ENGL 357: Restoration and 18th-Century Drama

This course offers a historical and critical analysis of the major dramatist 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: WRTG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.*

ENGL 358: The 18th-Century British Novel

This course studies the novels of such writers as Defoe, Richardson, Fielding, Smollett, Sterne, and Austen. *3 semester hours. Prerequisite: WRTG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.*

ENGL 359: The 19th-Century British Novel

This course studies the novels of such writers as Thackeray, C. Brontë, E. Brontë, Dickens, Eliot, and Hardy. *3 semester hours. Prerequisite: WRTG 100 or completion of the College Writing Requirement, and ENGL 161. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.*

ENGL 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.

4 semester hours. Prerequisite: ENGL 201, 202, and four 300-level English courses. Offered as needed.

ENGL 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. This course may be repeated for credit. Enrollment is limited to 15 students. Required for creative writing majors.

3 semester hours. Prerequisite: WRTG 100 or completion of the College Writing Requirement, and ENGL 161 and 220. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 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. This course may be repeated for credit. Enrollment is limited to 15 students. Required for creative writing majors.

3 semester hours. Prerequisite: WRTG 100 or completion of the College Writing Requirement, and ENGL 161 and 220. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 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. This course may be repeated for credit. Enrollment is limited to 15 students.

3 semester hours. Prerequisite: WRTG 100 or completion of the College Writing Requirement, and ENGL 161 and 220. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 381: Advanced Workshop in Creative Writing

This course is open to students who have completed six semester hours of creative writing courses at the 300-level. The aim of this 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: WRTG 100 or completion of the College Writing Requirement, ENGL 161, and consent of instructor. Additional prerequisite for English majors: ENGL 201 and 202. Offered as needed.

ENGL 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.

ENGL 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: ENGL 390, and consent of instructor, department chair, and dean. Offered as needed.

ENGL 501: Introduction to Graduate Study

Students are introduced to the advanced study of literature and to current critical theories and methodologies. This course is required of all M.A. students in the first year of graduate study.

3 semester hours. Prerequisite: graduate status and consent of department chair. Offered fall.

ENGL 520: Topics in Composition Theory, Rhetoric, and Language Study

Various approaches to language and composition studies are offered. Topics will vary and may include history of the language, linguistics, rhetoric, or the current state of composition theory and pedagogy.

3 semester hours. Prerequisite: graduate status and consent of department chair. Offered fall.

ENGL 521: Topics in Cultural Studies

Students view texts as cultural products and as forms of cultural practice in the context of such issues as racial, sexual, and class politics.

3 semester hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 522: Topics in Feminist Theory and Literature

Focus is on one or more areas of contemporary feminist theory in conjunction with literature by women and/or representations of women in literature.

3 semester hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 523: Topics in Ethnic American and/or African-American Literatures

Issues of culture, identity, race, and power are considered in the literature of one or more ethnic groups and/or of African-Americans.

3 semester hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 524: Topics in Postcolonial Literatures

Students examine representative ideas found in African, South Asian, and Caribbean postcolonial literatures and consider their contributions to Western discourses of race, ethnicity, and gender, as well as to debates about literary form and canon formation.

3 semester hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 525: Topics in Genre

The focus of this course may be the theory and practice of a particular genre, or a comparative cross-genre approach may be used.

3 semester hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 530: Topics in British Literature before 1660

Achievements of British writers from the medieval and Renaissance periods are considered within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 semester hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 531: Topics in British Literature from 1660 to 1900

Achievements of Restoration and 18th-century, romantic and Victorian British writers are considered within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 semester hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 532: Topics in British Literature since 1900

Achievements of modern and contemporary British writers are considered within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 semester hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 540: Topics in American Literature before 1900

Focus is on achievements of American writers from the beginning through the 19th century within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 semester hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 541: Topics in American Literature since 1900

Focus is on achievements of American writers of the past century within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 semester hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 560: Seminar in Literary Theory

Significant issues in literary and cultural theory are considered.

3 semester hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 581: Workshop in Creative Writing

Students write, revise, and present original work to be discussed and critiqued by workshop members under the direction of the instructor. Production of publishable, quality work is considered the objective of each student.

3 semester hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 591: Directed Reading

After consultation with an advisor, the student pursues a program of reading in areas not covered by the conventional courses. This course may be repeated for credit with a change in content.

3 semester hours. Prerequisite: consent of the Department of English Graduate Committee. Offered as needed.

ENGL 592: Master's Thesis

Under the supervision of a faculty member, the student writes either a substantial critical paper or a substantial portfolio of creative work.

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.

ESL 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.

ESL 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.

ESL 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.

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 film, women and film, avant-garde cinema, the documentary, Alfred Hitchcock, Martin Scorsese, and Francis Ford Coppola. Occasional 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 General Education 2000, the Writing Requirement, the College Mathematics 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, theatre, 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 marketing and management courses (selected, for example, from Man-

agement 301 and Marketing 301, 321, 322, 335, and 338).

(Semester hours are in parentheses.)

•Required Courses (12-34)

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 165.

Honors Program

Film studies majors of superior scholastic ability are eligible to participate in the 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 film studies. Interested students should see the director of the film studies program.

COURSE OFFERINGS

See also participating departments.

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

FILM 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.

FILM 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.

FILM 262: Film and Representation: Cross-Cultural Projections

This is an analysis of cross-cultural representation in film. Through readings and films, students explore the way American cinema has represented other cultures and the ways other cultures have represented themselves and their relation to America.

4 semester hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

FILM 305: Exploring Ethnographic Film

A broad perspective on the ethnographic category of documentary film is provided. Included are a history of the genre, examination of individual filmmakers, examination of film and ethnography in other media, and 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 220, ANTH 201, COMM 241, or ENGL 116. Offered as needed.

FILM 350: Topics in the Study of Film

Topics vary. This course may be repeated for credit with a change in content.

4 semester hours. Prerequisite: COMM 241 or ENGL 116, or consent of instructor. Offered as needed.

FILM 351: Major Directors

This course examines the work of directors who have made major contributions to the art of film. 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 for credit with a change in content.

4 semester hours. Prerequisite: COMM 241 or ENGL 116, or consent of instructor. Offered as needed.

FILM 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 for credit with a change in content.

4 semester hours. Prerequisite: COMM 241 or ENGL 116, or consent of instructor. Offered as needed.

FILM 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 for credit with a change in content.

4 semester hours. Prerequisite: COMM 241 or ENGL 116, or consent of instructor. Offered as needed.

FILM 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 contexts for discussion.

4 semester hours. Prerequisite: FILM 220, 221; COMM 241 or ENGL 116; at least two 300-level film courses; or consent of instructor. Offered as needed.

FILM 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.

FILM 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.

Finance

Department of Economics and Finance

Professor: *Moore*

Associate Professors: *Blais, Harman, Kazemi, Marks (chair)*

Assistant Professors: *Akkan, Karim*

COURSE OFFERINGS

FIN 330: Managerial Finance and Control

The concepts of financial management are introduced. Topics include the financial environment of firms, the time value of money, risk and return, techniques of capital budgeting, working capital management, cost of capital, and capital structure. Lecture and laboratory. (Formerly Management 330.)

(4) 3 semester hours. Prerequisite: ACCT 202, ECON 214, MGT 249. Offered fall, spring, summer.

FIN 331: Intermediate Finance

Selected topics from Finance 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 331.)

3 semester hours. Prerequisite: FIN 330. Offered as needed.

FIN 332: Investments

Investment terms and concepts are introduced. Also discussed are alternative investment vehicles and the quantitative analysis of these investment vehicles. (Formerly Management 332.)

3 semester hours. Prerequisite: FIN 330. Offered as needed.

FIN 334: International Financial Management

Corporate finance issues faced by multinational firms are studied. Topics covered include foreign exchange exposure, currency risk management, international financial markets, currency derivatives, capital budgeting, capital structure, cost of capital of multinational firms, and political risk. (Formerly Management 334.)

3 semester hours. Prerequisite: FIN 330. Offered as needed.

Foundations of Education

Department of Educational Studies

Professors: *Birden, Basi, Bzowski, Eianet, Holland, McClintock, Mitchell, Nelson, Pansofsky (chair), A. Smith, Stone, Turley*

Associate Professors: *Brell, Jr., Davis, Goodness, McCrystal, McSweeney, Reyes, N. Sullivan, Taylor, Tiskow*

Assistant Professors: *Bigler, Covernjek, Gomez, Poole, C. Williams*

COURSE OFFERINGS

FNED 340: Foundations of Education

An interdisciplinary approach is used to introduce prospective teachers to the historical, philosophical, political, professional, economic, legal, global, and social contexts of schooling. Students develop an informed basis for their own professional decision-making and reflective practice.

3 semester hours. Prerequisite: CEP 215 or equivalent. Offered fall, spring, summer.

FNED 345: Diversity and the Public School

Students examine the impact of human diversity on schools and communities. Categories of race, ethnicity, social class, gender, and exceptionality are considered. Through integrated class and field experiences, students develop a working understanding of student, school, and community differences.

3 semester hours. Prerequisite: CEP 215 or equivalent. Offered fall, spring, summer.

FNED 360: Seminar in Foundations of Education

Various topics in the foundations of education are examined.

3 semester hours. Offered as needed.

FNED 402: Social Issues in Education

Students explore the social and cultural foundations of education. Topics include

historical, political, global, and legal perspectives on contemporary schooling. Broad focus is on issues of equity and access. (Formerly Current Problems in Education.)

3 semester hours. Prerequisite: graduate status or consent of department chair. Offered fall and spring.

FNED 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 fall and spring.

FNED 441: Comparative Philosophies of Education

Students compare selected philosophical perspectives that have been brought to bear on educational concerns. Particular attention is given to the role of schooling in a democratic society. Students articulate the philosophical underpinnings of their own reflective practice.

3 semester hours. Prerequisite: six semester hours of 300-level foundations of education courses or equivalents. Offered as needed.

FNED 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 and spring.

FNED 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: FNED 446 or consent of department chair. Offered fall and spring.*

FNED 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 neo-romantic responses to that criticism.

3 semester hours. Prerequisite: three semester hours of 400-level foundations of education courses or equivalent. Offered as needed.

French

Department of Modern Languages

Associate Professors: Givens, Gélolin, Jazyn (chair), Taylor

Assistant Professor: Castellani, Parker

Programs of Study

Major: French (B.A.)

Minor: French

Teacher Education Program: French (B.A.); RITE, M.A.T., M.Ed. with concentration in French (see Secondary Education)

UNDERGRADUATE PROGRAMS**Major in French**

The full degree program in French requires the completion of at least 120 semester hours, including General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below. (Semester hours are in parentheses.)

•Required Courses (32)

French 201, 202, 221, 222, 230, 320, 360
At least three 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 301, are the same for elementary and secondary education. For a description of the teacher education program in elementary education, see page 165. French students pursuing a program in secondary education should see page 300 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.

Study Abroad

Students majoring in French are encouraged to study abroad. Please contact the Department of Modern Languages for information about programs of study.

GRADUATE PROGRAMS

Advisor: Ghislaine Gélolin (M.A.T.)

Rhode Island Teacher Education (RITE) Program

Students who already have the equivalent of the Rhode Island College undergraduate major in French may become eligible for Rhode Island certification to teach French in secondary schools by completing the requirements for the RITE Program. See Secondary Education.

Master of Arts in Teaching (French)

Students who already have the equivalent of the Rhode Island College undergraduate major in French may become eligible for Rhode Island certification to teach French in secondary schools by completing the requirements for the M.A.T. See Secondary Education.

Master of Education (French)

Students who are already certified to teach French in Rhode Island secondary schools and who wish to pursue an M.Ed. should complete the requirements for the M.Ed. in secondary education. See Secondary Education.

COURSE OFFERINGS

See also *Modern Languages*.

The general prerequisite for 300-level literature courses in French is pending or concurrent enrollment in French 221 or 222, or consent of department chair.

FREN 101: Elementary French I

The basic goals of this course are to develop the ability to understand, speak, read, and write in French, and to gain an understanding of French life and character. A language laboratory component is required.

This course is not open for college credit to students who have offered admission credit in French. See French 110.

4 semester hours. Offered fall and spring.

FREN 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: FREN 101 or one year of secondary school French, or consent of department chair. Offered spring.

FREN 110: Review of Basic French

This intensive one-semester course reviews the four skills: listening, speaking, reading, and writing for students continuing their study of French begun in the secondary school. Aspects of culture and civilization are also stressed. A language laboratory component is required.

3 semester hours. Gen. Ed. Category SB. Prerequisite: two years of secondary school French or consent of department chair. Not open to students who have completed FREN 101 or 102. Offered fall and spring.

FREN 113: Intermediate French I

The cultural heritage of the French-speaking world is examined through selected cultural readings. This course includes a review of grammar and vocabulary taught through a communicative approach. A language laboratory component is required.

3 semester hours. Gen. Ed. Category SB. Prerequisite: FREN 102 or 110, or three years of secondary school French, or a score of 500-549

on the CEEB Achievement Test in French. Offered fall.

FREN 114: Intermediate French II

Through selected readings, the student acquires an appreciation of literature as a reflection of the French-speaking world. The development of language skills is continued through a communicative approach. A language laboratory component is required.

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

FREN 201: Advanced French: Conversation and Composition

This course emphasizes idiomatic spoken French and reviews the more important structures required for written communication through contextualized activities. Various media provide information about modern France and the Francophone world. Weekly compositions and a language laboratory component are required.

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

FREN 202: Advanced French: Composition and Conversation

Writing skills are emphasized and attention is given to style and content. Various media provide the basis for discussion of current issues in France and the Francophone world. Oral presentations, weekly compositions, and a language laboratory component are required.

4 semester hours. Prerequisite: FREN 201 or consent of department chair. Offered spring.

FREN 221: Survey of French Literature from the Middle Ages to 1789

Major writers and literary movements are studied in their historical and social context. Course activities include explication de texte, short papers, and discussion of selected works. This course is conducted in French.

3 semester hours. Prerequisite: preceding or concurrent enrollment in FREN 201 or consent of department chair. Offered as needed.

FREN 222: Survey of French Literature from 1789 to the Present

This course is a continuation of French 221. Major French and Francophone writers are studied, and training in the technique of close reading is continued. This course is conducted in French.

3 semester hours. Prerequisite: preceding or concurrent enrollment in FREN 201 or consent of the department chair. Offered as needed.

FREN 230: French Civilization

Major historical periods, geopolitical events, and cultural movements are studied to understand the evolution of contemporary French society. Readings and lectures are supplemented by audiovisual materials. Short oral and written reports are required. This course is conducted in French.

3 semester hours. Prerequisite: preceding or concurrent enrollment in FREN 201 or consent of department chair. Offered as needed.

FREN 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 the planning and presentation of basic audio-lingual structures. Practical work in the Language Laboratory is included.

3 semester hours. Offered as needed.

FREN 315: Studies in the Middle Ages and the Renaissance

Representative works of the Middle Ages and the Renaissance are studied against the historical and social background of these periods. This course may be repeated for credit with a change in content.

3 semester hours. Prerequisite: preceding or concurrent enrollment in FREN 221 or consent of department chair. Offered as needed.

FREN 316: Studies in the 17th Century

Representative works of the 17th century are studied against the historical and social background of the period. This course may be repeated for credit with a change in content.

3 semester hours. Prerequisite: preceding or concurrent enrollment in FREN 221 or consent of department chair. Offered as needed.

FREN 317: Studies in the 18th Century

Representative works of the 18th century are studied against the historical and social background of the period. This course may be repeated for credit with a change in content.

3 semester hours. Prerequisite: preceding or concurrent enrollment in FREN 221 or consent of department chair. Offered as needed.

FREN 318: Studies in the 19th Century

Representative works of the 19th century are studied against the historical and social background of the period. This course may be repeated for credit with a change in content.

3 semester hours. Prerequisite: preceding or concurrent enrollment in FREN 222 or consent of department chair. Offered as needed.

FREN 319: Studies in the 20th Century

Representative works of the 20th century are studied against the historical and social background of the period. This course may be repeated for credit with a change in content.

3 semester hours. Prerequisite: preceding or concurrent enrollment in FREN 222 or consent of department chair. Offered as needed.

FREN 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: FREN 202 or equivalent. Offered alternate years.

FREN 321: French Canadian Literature

The works of the authors writing under the French Regime (1534-1763) and British rule (1760-1867) are studied. Then follows the examination of the lyrical *Groupes de Québec*, the post-romantic *École littéraire de Montréal*, and contemporary literature of French Canada.

3 semester hours. Offered as needed.

FREN 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 senior majoring in French. Offered spring.

FREN 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.

FREN 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 with a change in content.

3 semester hours. Offered as needed.

FREN 502: Short Fiction in French

The *conte, nouvelle, and récit* are among the genres examined. The particular literary period or movement studied is selected by the instructor. This course may be repeated for credit with a change in content.

3 semester hours. Offered as needed.

FREN 503: Nonfiction French Prose

The essay, journal, memoirs, and correspondence are the source materials for this course. This course may be repeated for credit with a change in content.

3 semester hours. Offered as needed.

FREN 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 with a change in content.

3 semester hours. Offered as needed.

FREN 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 with a change in content.

3 semester hours. Offered as needed.

FREN 520: Grammar, Composition, and Stylistics

Precision of diction and accuracy and clarity of expression are the goals of this course. Oral and written exercises are used extensively, and grammar is studied pragmatically. *3 semester hours. Prerequisite: consent of department chair. Offered as needed.*

FREN 560: Graduate Seminar in French

Individual and group study is made of a major author or an important period in French literature and is directed toward the writing of a major paper in thesis form. This course may be repeated for credit with a change in content. *3 semester hours. Prerequisite: graduate status. Offered spring.*

FREN 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 with a change in content. *3 semester hours. Prerequisite: consent of department chair. Offered as needed.*

FREN 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 Bieder
Director

Program of Study

The Bachelor of General Studies (B.G.S.) degree program is intended for returning adult students who have had at least five years of interruption in their education since high school. While the B.G.S. allows students to acquire ample knowledge in a variety of disciplines, the program requires 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 College Mathematics Requirement, electives, and the requirements listed below.

(Semester hours are in parentheses.)

- General Education (16)
 - English 161; History 161; Core 3; Core 4
 - Concentration (16-48)
 - Twelve upper-division courses (300-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 areas:
1. Humanities (Area I)—art, communications, dance, English, history, modern languages, music, philosophy, and theater
 2. Mathematics and Science (Area II)—biology, chemistry, computer science, mathematics, physical sciences, and physics
 3. Social and Behavioral Sciences (Area III)—accounting, anthropology, computer 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 service-sponsored 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 interruption in their education since high school.

Admission

See Bachelor of General Studies Degree Admission on page 11.

COURSE OFFERINGS

See various departments.

Geography

Department of Anthropology and Geography

Professors: *Allon, Dennis, Flachs-Lebban, Hays, Lebban, Jr., R. Sullivan*

Associate Professors: *Barnes, Epple (chair), Moreno*

Assistant Professors: *Bigler, Gomez, Morte*

Programs of Study

Major: Geography (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 Earth's physical and cultural environments. Geographers apply perspectives from the physical and social sciences toward the solution of vital problems of our times: hunger, homelessness, inner-city decline, natural disasters, environmental pollution, and the allocation of scarce resources within and among nations. Through a combination of academic courses, including classroom instruction, field work, field trips and active internships, geography students at Rhode Island College become competitive candidates for graduate study or entry-level professional positions in numerous challenging fields.

Geography majors pursue a wide array of careers, including environmental management, natural disaster planning, mapmaking and analysis (cartography), nonprofit housing, neighborhood and community development (city planning), geographic information systems (GIS), travel and tourism, corporate location analysis, applied population studies (demography), and local, state or federal government research. Geography majors also have the opportunity to work with the R.I. Geography Education Alliance, a National Geographic Society-funded organization designed to improve the teaching of geography from kindergarten through grade 12. Internships with the

Alliance allow majors to apply geography content and skills to real-world situations.

The full degree program requires the completion of at least 120 semester hours, including General Education 2000, the Writing Requirement, the College Mathematics 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 (30)
 Geography 200 (or 205), 201, 300, 360, 360, 363

At least 12 additional semester hours selected from departmental offerings, with the exception of 261 and 263

*Cognates (12)

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 Programs

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 165. Students who major in geography may become eligible for Rhode Island certification to teach social studies by completing the requirements for the major as specified by the Department of Anthropology and Geography, the professional sequence in secondary education, selected courses in history, and other courses in the social sciences. See Secondary Education on page 300 for a description of the social studies program.

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

GEOG 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 cannot receive credit for both Geography 200 and Environmental Studies 200. (Formerly The Changing Environment of Man.)

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

GEOG 201: Introduction to Geography

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

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

GEOG 205: Earth's Physical Environments

Atmospheric, biotic, and landform processes are studied as they shape and give character to the surface of the earth. Emphasis is upon physiographic provinces of the United States. Students cannot receive credit for both Geography 205 and Physical Science 205.

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

GEOG 261: The New Global Village: The Future of the World's Great Cities

The processes and consequences of the migration of people to the great cities of the West and non-West are studied. Emphasis is placed on the diversity of histories and cul-

tural legacies and the commonalities of the urbanization experience.

4 semester hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall or spring (alternate years).

GEOG 263: Human Response to Natural Disasters

How humans perceive and respond to natural disasters is a function of culture. Human responses to disasters, such as earthquakes, floods, volcanic eruptions, and hurricanes, are explored through examination of cases drawn from around the globe.

4 semester hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall or spring (alternate years).

GEOG 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 with a change in content.

3 semester hours. Prerequisite: any 200-level course in a social science or consent of department chair. Offered fall and spring.

GEOG 301: Natural Resource Management

This is an exploration of the extent and variety of natural resource use, the environmental 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 cannot 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.

GEOG 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: any 200-level geography course or consent of department chair. Offered annually.

GEOG 306: Geographic Skills and Methods

Skills and methods in theoretical and applied geography are covered. Interpretation of maps and data gathered through remote sensing is followed by the application of spatial data to problem solving in the social and environmental sciences.

3 semester hours. Prerequisite: any 200-level geography course or consent of department chair. Offered as needed.

GEOG 307: New England Landscapes Pre-1900

New England's rich legacy of historical landscapes form the basis for this field-trip course. Topics include urbanization, traditional land uses, industrialization, leisure landscapes, maritime activities, and the evolution of landscape architecture (parks, gardens, cemeteries, etc.).

3 semester hours. Prerequisite: any 200-level course in a social science or consent of department chair. Offered summer.

GEOG 308: New England Landscapes since 1900

Students conduct field studies of maturing 20th-century New England landscapes. Topics include the coastal zone, the metropolitan, the rural/urban fringe and rural New England, and the spatial impact of government. (Formerly Historical Landscapes of New England.)

3 semester hours. Prerequisite: any 200-level course in a social science or consent of department chair. Offered summer.

GEOG 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: any 200-level geography course or consent of department chair. Offered annually.

GEOG 313: Disaster Management

Societal responses to disasters and the systems created to deal with such phenomena are the focus of this course. Also emphasized are causes of disasters and plans formulated to cope with them. (Formerly Human Response to Natural Disasters.)

3 semester hours. Prerequisite: any 200-level geography course or consent of department chair. Offered as needed.

GEOG 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: any 200-level geography course or consent of department chair. Offered as needed.

GEOG 337: Urban Political Geography

Geographic and political analyses are used to study the growth of cities. Consideration is given to different explanations of the role of cities on local, national, and world scales. Students cannot receive credit for both Geography 337 and Political Science 337.

3 semester hours. Prerequisite: any 200-level geography or political science course or consent of department chair. Offered as needed.

GEOG 338: People, Houses, Neighborhoods, and Cities

City planning and housing development are studied within the context of how and why neighborhoods change over time. Attention is also given to land use plans, zoning maps, and the city building process.

3 semester hours. Prerequisite: any 200-level geography course or consent of department chair. Offered as needed.

GEOG 339: Metropolitan Providence. Past, Present, and Future

The historic growth, subsequent decline, and modern renaissance of Providence are examined. Important topics include local politics, public policies, and major public building projects.

3 semester hours. Prerequisite: any 200-level geography course or consent of department chair. Offered as needed.

GEOG 360: Senior Seminar: Theory and Research

The evolution of geographic theories and philosophies are examined, along with their application to contemporary research problems. (Formerly Seminar in Geography.)

3 semester hours. Prerequisite: 18 semester hours of geography courses. Offered as needed.

GEOG 363: Internship in Geography

This internship in geography provides students with 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 geography majors with consent of advisor. Offered as needed.

GEOG 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.

GEOG 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, instructor with whom student wishes to work, and dean of the Faculty of Arts and Sciences. Offered as needed.

German

Department of Modern Languages

See also Modern Languages.

Associate Professors: Coats, Giloin, Jacyn (chair), Taylor

Assistant Professors: Castellucci, Parker

GRMN 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. Offered fall.

GRMN 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: GRMN 101 or one year of secondary school German, or consent of department chair. Offered spring.

GRMN 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: Gen. Ed. Category SB, GRMN 102 or three years of secondary school German or a score of 500-549 on the CEEB Achievement Test in German. Offered as needed.

GRMN 114: Readings in Intermediate German

Through selected readings, the student acquires an appreciation of literature as a reflection of the German-speaking world. The development of language skills is continued through a communicative approach. Language laboratory component required.

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

Gerontology

Rachel Filmon

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 Anthropology 308; Counseling and Educational Psychology 318; Nursing 312; Philosophy 312; Physical Education 451; Psychology 339; Sociology 314

COURSE OFFERINGS

See participating departments also.

GRTL 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 and Physical Education

Professor: Lombardo (chair)

Associate Professor: Ainley, Raube

Assistant Professors: Canavella, Castagna, Mancoske, Nutter

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 General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below. The Feinstein School of Education and Human Development requires all undergraduate students to participate in a community service experience. This requirement may be completed on an individual basis or through one or more of the required courses in the undergraduate program.

(Semester hours are in parentheses.)

*Required Courses (29)

Health Education 101, 201, 215, 301, 302, 303, 304, 320, 321, 335

*Cognates (23)

Biology 108, 231, 335, 348; Psychology 110, 220

*Professional Courses (31)

Health Education 300, 318, 327, 328; Counseling and Educational Psychology 215; Foundations of Education 340, 345; Special Education 333

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 General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below. The Feinstein School of Education and Human Development requires all undergraduate students to participate in a community service experience. This requirement may be completed on an individual basis or through one or more of the required courses in the undergraduate program.

(Semester hours are in parentheses.)

*Required Courses (46)

Health Education 101, 201, 215, 300, 301, 302, 303, 318, 319, 320, 321

At least 12 additional semester hours of courses approved by the community health advisor

*Cognates (18)

Biology 108, 231, 335; Psychology 110

One course from Computer Information Systems 251; Computer Science 101; Social Science 102

*Professional Courses (16)

Health Education 326; Communications 208; Counseling and Educational Psychology 215

Admission and Retention

All students enrolling in teacher education programs must meet certain admission criteria and procedures required by the Feinstein School of Education and Human Development (see page 75).

In addition, the health education programs have special admission and retention requirements. In order to better plan their 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 Analogies Test. Also see graduate Admission Procedures/Requirements on page 41.

(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 foundations of education course as 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

HED 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.

HED 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 behaviors.

3 semester hours. Offered fall, spring, summer.

HED 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.

HED 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 and Basic Life Support/CPR.

3 semester hours. Offered spring.

HED 300: Concepts of Teaching

This is the analytical study of teaching health education. Included are teaching models, the technical skills of teaching, instructional planning, classroom management strategies, and several observational techniques. School visits are required.

4 semester hours. Prerequisite: 60 semester hours of undergraduate courses, HED 201 and 302, and preceding or concurrent enrollment in CEP 215. Offered fall.

HED 301: Social Perspectives of Health

Issues of mental health, family living, substance use, aging, and death are surveyed regarding their role in contemporary society. Discussions are related to scientific, social, economic, political, and other factors affecting attitudes and eventual behavior on healthful social living.

3 semester hours. Prerequisite: HED 201 or consent of department chair. Offered spring.

HED 302: Principles of Health Education

The basic principles of health education in school and community settings are studied. Focus is on professional and personal philosophy, influence of technology, entry-level responsibilities, the future of the profession, and the practice of health education.

3 semester hours. Prerequisite: preceding or concurrent enrollment in HED 201, or consent of department chair. Offered fall.

HED 303: Community Health

Readings, discussions, and presentations are given on the critical issues of community health. Included are an interpretation of vital statistics, special populations, communicable diseases, and current public health issues. Emphasis is placed on the role of health promotion and health education in society (Formerly Community Health and Safety).

3 semester hours. Prerequisite: HED 201 or consent of department chair. Offered spring.

HED 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. Prerequisite: 60 semester hours of undergraduate courses and preceding or concurrent enrollment in HED 300, or consent of department chair. Offered fall.

HED 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: HED 303 or consent of department chair. Offered fall or spring.

HED 317: Advanced Issues in School and Community Health

Students develop skill in program planning, implementation, and evaluation regarding specific health promotion issues in both school and community settings.

3 semester hours. Prerequisite: preceding or concurrent enrollment in HED 318, or consent of department chair. Offered fall or spring.

HED 318: Practicum in Health Education

Students learn to enhance classroom preparation and presentation of comprehensive health education in grades K-12, through the development of lesson and unit plans, the use of instructional technology, classroom observations, and supervised teaching experience in school settings.

4 semester hours. Prerequisite: 90 semester hours of undergraduate courses and HED 300. Offered spring.

HED 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: HED 303, 318, and consent of department. Offered fall.

HED 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: HED 201 and 301 or equivalent. Offered fall or spring.

HED 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 budgeting.

3 semester hours. Prerequisite: HED 201 or consent of department chair. Offered fall or spring.

HED 326: Community Health: Field Placement

Students apply the theoretical formulations discussed in previous courses 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.

9 semester hours. Prerequisite: satisfactory completion of all concentration and separate courses, including HED 300 and CEP 215, and a minimum cumulative GPA of 2.3. Offered fall, spring, or summer.

HED 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 HED 328; cumulative GPA of 2.50 a fall semester prior to student teaching; proficiency in operation of audiovisual equipment; adequate health; and speech proficiency. Offered fall or spring.

HED 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 communica-

tion, knowledge of different learning styles, teaching strategies, and assessment techniques.

1 semester hour. Prerequisite: concurrent enrollment in HED 327. Offered fall or spring.

HED 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.

HED 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.

HED 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.

HED 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.

HED 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 Designs of Health Education Programs.)

3 semester hours. Prerequisite: HED 400 or consent of instructor. Offered summer.

HED 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.

HED 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: HED 401 or consent of department chair. Offered spring.

HED 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: HED 303, MATH 240, or consent of department chair. Offered spring.

HED 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: graduate status or consent of department chair. Offered fall or spring.

HED 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 implementing school-based sexuality education programs.

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

HED 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: HED 400, 401, 405, 407. Offered fall.

HED 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: HED 462; consent of advisor, department chair, dean of the Feinstein School of Education and Human Development, and dean of the School of Graduate Studies. Offered as needed.

HED 491: Directed Reading in Health Education

Under faculty supervision, students engage in intensive reading on a specific health issue.

3 semester hours. Prerequisite: HED 400, 401; consent of advisor, department chair, dean of the Feinstein School of Education and Human Development, and dean of the School of Graduate Studies. Offered as needed.

HED 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: HED 462; consent of advisor, department chair, dean of the Feinstein School of Education and Human Development, and dean of the School of Graduate Studies. Offered as needed.

History

Department of History

Professors: *Kellor, Lemons, D. Thomas*

Associate Professors: *P. Bowser, Dufour (chair), Nivansu, Olson, Pissillo, Schneider, Schuster, Teng*

Assistant Professors: *Czernyck, Deha, Espinosa*

Programs of Study

Major History (B.A.)

Minor History

Graduate Program: History (M.A.)

Teacher Education Program: 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 requires the completion of at least 120 semester hours, including General Education 2000, the Writing Requirement, the College Mathematics 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 161 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, 349

*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 an 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 165. History students pursuing a program in secondary education should see page 300 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 eight 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 U.S., 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 scores (including the advanced history test); three letters of recommendation, with two from history professors. Also see graduate Admission Procedures/Requirements on page 41.

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.

Rhode Island Teacher Education (RITE) Program

Students who already have an undergraduate degree with a major in history may become eligible for Rhode Island certification to teach history in secondary schools by completing the requirements for the RITE Program. See Secondary Education.

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 (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 161 or consent of department chair.

HIST 161: Western History

The evolution of European society from the Hebrews to the contemporary world is explored. Focus is on themes central to the lives of Western peoples. This course serves as an introduction to historical thinking and skills.

4-semester hours. Gen. Ed. Core 2. Offered fall, spring, summer.

HIST 162: Perspectives on East Asia
East Asian civilization, from antiquity to the present, is introduced. Focus is on China and Japan. Also discussed are significant thematic elements of culture, society, politics, literature, and art that distinguish East Asian civilization from Western civilization. 4 semester hours. Gen. Ed. Core 3. Offered as needed.

HIST 163: Perspectives on Africa
Africa, from the earliest times through the colonial era and the modern era, is examined. Topics include origins, myths and stereotypes, artistic and cultural values, sociopolitical and economic development, colonial experience, and contemporary conditions. 4 semester hours. Gen. Ed. Core 3. Offered fall, spring, summer.

HIST 164: Perspectives on Muslim History and Civilization
This is an introduction to the origins and historical development of Muslim culture. Focus is on the cultural values, social life, artistic achievements, and contemporary concerns of the world's more than one billion Muslims. 4 semester hours. Gen. Ed. Core 3. Offered fall, spring, summer.

HIST 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 161. Offered fall and spring.

HIST 201: U.S. 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.

HIST 202: U.S. 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.

HIST 261: Russian Identity: Between East and West
This is an analysis of the problematic construction of Russian national identity over the past millennium. Emphasis is on the tensions among Russian, Western, and other conceptions of identity, along with the Russian response to modernization and other external challenges. 4 semester hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

HIST 262: Social Issues in Technology
Selected problems that arise from the development and implementation of new technology are studied. Students examine the social, economic, political, and ethical considerations that inform public policy decisions regarding such issues in both Western and non-Western contexts. 4 semester hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

HIST 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.

HIST 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 Romans in the first century B.C. 3 semester hours. Offered as needed.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 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, banque art and architecture, the scientific revolution, the Enlightenment, and related political developments. (Formerly History 318.) 3 semester hours. Offered as needed.

HIST 308: Europe in the Age of Revolution, 1789-1850
The political and industrial revolutions of the era are examined for their social and economic impact. 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.

HIST 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.

HIST 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.

HIST 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 developments. A critical theme is national identity and its evolution in political and cultural forms, especially in the 20th century. This course may be repeated for credit with a change in content.
3 semester hours. Offered as needed.

HIST 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.

HIST 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.

HIST 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.

HIST 315: Western Legal Systems

This is a comparative study of the development of English common law and continental European civil law with particular emphasis on the impact of economic and intellectual trends and the significance of jurisprudence, legislation, and law codes. Students may not receive credit for both Political Science 315 and History 315.
3 semester hours. Offered as needed.

HIST 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 as needed.

HIST 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 as needed.

HIST 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.

HIST 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.

HIST 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.

HIST 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 un-

derstand 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.

HIST 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.

HIST 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. (Formerly History 344.)
3 semester hours. Offered as needed.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 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. (Formerly History 357.)
3 semester hours. Offered as needed.

HIST 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.

HIST 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.

HIST 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, religious, 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.

HIST 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 society, 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.

HIST 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.

HIST 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.

HIST 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, and 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.

HIST 345: History of China in Modern Times

Focus is on the establishment of the Ch'ing dynasty, the impact of the West, the remaining 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.

HIST 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 Japan. (Formerly History 312.)
3 semester hours. Offered as needed.

HIST 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.

HIST 348: Africa under Colonial Rule

This is an examination of African societies and institutions of the early 19th century, along with imperialism, the intrusion of European powers, the African response, and the long-term political, cultural, and economic consequences for African nationalism and independence. (Formerly Modern Africa in History.)
3 semester hours. Offered as needed.

HIST 349: History of Contemporary Africa

This is an examination of Africa from 1960 to the present. Themes include the nature of independence, Africa in world affairs, problems of nation building, and the search for unity, stability, and regional cooperation.
3 semester hours. Offered as needed.

HIST 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 area. The Indian heritage and the work of the Portuguese in Brazil are also discussed. (Formerly History 358.)
3 semester hours. Offered as needed.

HIST 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.

HIST 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 instructor's interest. (Formerly History 337.)
3 semester hours. Offered as needed.

HIST 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.

HIST 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.

HIST 361: Seminar in History

This course builds upon the student's experience in History 200. Emphasis is placed on issues in historiography, the identification and definition of historical problems, the researching and writing of a substantial paper, and historical criticism. Various topics are offered for analysis each semester.
4 semester hours. Prerequisite: HIST 200 and 13 additional semester hours of history courses. Offered fall and spring.

HIST 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, 15 additional semester hours of history courses, and 12 semester hours of social sciences courses. Offered fall and spring as needed.

HIST 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 (criteria approved by admission, faculty representatives and department chair). Offered as independent study as needed.

HIST 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 the instructor and department chair. Offered as needed.

HIST 380: 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.

HIST 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.

HIST 462: Graduate Reading Seminar

Through a wide variety of readings, students explore the content and extended bibliography of a select topic. Skills, such as analysis, critical thinking, and comparative study, are developed. This course may be repeated for credit with a change in content.

3 semester hours. Prerequisite: graduate status and consent of graduate advisor and department chair. Offered as needed.

HIST 501: Historiography

This is 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.

HIST 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 explores in detail instances of analogous development, significant contrast, or unique contribution.

3 semester hours. Prerequisite: consent of department chair and graduate advisor. Offered spring.

HIST 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.

HIST 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 the instructor and department chair. Offered as needed.

HIST 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 history 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 Management and Technology

Professors: *Copier, I.A. Dile, U. Dile, Harris, Ramoiki*

Associate Professors: *Babcock, Blanchette (Chair), Collins, DeSimone, Fariello, McGaule, Pimental, Saldia*

Assistant Professors: *Casry, King*

Programs of Study

Major: Industrial Technology with concentration in Electronics Technology (in collaboration with the Community College of Rhode Island), Graphic Communications Technology, Manufacturing Planning and Control, or Technical Processing (B.S.)

Minor: Graphic Communications Technology, Industrial Technology, or Manufacturing Planning and Control

Graduate Program: Industrial Technology (M.S.)

UNDERGRADUATE PROGRAMS**Major in Industrial Technology**

The program in industrial technology is designed for entering first-year students as well as returning students who are seeking career advancement and/or career alternatives. The program emphasizes the application of industrial concepts and technology in the continuously evolving competitive environment. Strategic, operational, and workplace issues are studied in both theoretical and practical contexts. Students are prepared for professional leadership positions in the broad-based industrial setting.

The full degree program requires the completion of at least 120 semester hours, including General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, 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 (18)

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 (at the Community College of Rhode Island): Electronics Engineering Technology 1030, 1060, 1120, 2220, 2280, 2380, 2385; Engineering 2320, 2520

D. Manufacturing Planning and Control: Industrial Technology 341, 342, 343, 344, 345, 360

*Cognates (18-20)

Computer Information Systems 251;

Mathematics 181, 210 (for electronics technology concentration only); 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 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

The minor in manufacturing planning and control consists of 21 semester hours (seven courses), as follows: Industrial Technology 305, 341, 342, 343, 344, 345, and 360.

GRADUATE PROGRAM

Advisor: Frank Farinella

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 3.0, 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 Management and Technology. Also see graduate Admission Procedures/Requirements on page 41.

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)

Retention and Graduation

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 suc-

cessful completion of all course work with a minimum grade point average of 3.0; Directed Research Seminar passed with a minimum grade of B-; and all course work completed within seven years of date of acceptance.

COURSE OFFERINGS**INDT 201: Technical Communications**

Various technical communications processes and techniques employed in the manufacturing enterprise are examined. Processes and techniques examined include engineering drawing, manufacturing process flow charts, standards and routings, item/workcenter masters, facility layouts and designs, product structures, decision trees, and systems flow charts. Computer-aided communication techniques are also reviewed.

3 semester hours. Offered as needed.

INDT 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.

INDT 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.

INDT 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.

INDT 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.

INDT 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.

INDT 232: Graphic Arts Technology

The development of printing and the printing industry is studied. Experiences are provided in the process of offset and screen printing, continuous tone and process photography. Also included are traditional and computerized layout and design techniques. (Formerly Graphic Communications Technology)

(6) 3 semester hours. Offered fall and spring.

INDT 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: INDT 211 or consent of instructor. Offered as needed.

INDT 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.

INDT 300: Product Development and Delivery

The functions 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. (Formerly Design Analysis.)

3 semester hours. Prerequisite: INDT 241 or consent of instructor. Offered as needed.

INDT 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: INDT 203 or consent of instructor. Offered as needed.

INDT 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.

INDT 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 diver-

sity, 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.

INDT 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: INDT 215 and for technology education majors TECH 216. Offered spring.

INDT 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.

INDT 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 off-set printing. Lecture and laboratory.

(6) 3 semester hours. Prerequisite: INDT 232, 331, 332. Offered spring.

INDT 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: INDT 232 or consent of instructor. Offered fall.

INDT 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 prints, contact printing techniques, continuous tone enlarging, print matting, finishing, and presentation. Additional emphasis is placed on understanding photographic chemicals and emulsions, as well as on assignments in advanced photographic techniques, such as posterization, bas-relief, tone-line separation, solarization, etc. (Formerly Industrial Arts 342.)

(6) 3 semester hours. Prerequisite: INDT 232 or consent of instructor. Offered fall.

INDT 333: Electronic Publishing I

This is an introduction to the use of hardware and software and to the techniques required 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 pieces, inputting text, adding graphic images, and combining all these elements into professional-looking publications. A final portfolio is required.

(6) 3 semester hours. Prerequisite: INDT 232 or consent of department chair. Offered fall, spring, summer.

INDT 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 inputting text, scanning, digital photography, image manipulation, and techniques of basic illustration. A final portfolio is required.

(6) 3 semester hours. Prerequisite: INDT 333. Offered fall, spring, summer.

INDT 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.

INDT 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 applications context.

3 semester hours. Prerequisite: INDT 305 or consent of instructor. Offered as needed.

INDT 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: INDT 305 or consent of instructor. Offered as needed.

INDT 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: INDT 305 or consent of instructor. Offered as needed.

INDT 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: INDT 305 or consent of instructor. Offered as needed.

INDT 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: INDT 341, 342, 343, 344. Offered as needed.

INDT 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: INDT 325 or consent of instructor. Offered as needed.

INDT 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.

INDT 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.

INDT 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: INDT 431. Offered as needed.

INDT 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.

INDT 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: INDT 451. Offered as needed.

INDT 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: INDT 300. Offered as needed.

INDT 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: INDT 335. Offered as needed.

INDT 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: INDT 355. Offered as needed.

INDT 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: INDT 305. Offered as needed.

INDT 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: INDT 464. Offered as needed.

INDT 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: INDT 465. Offered as needed.

INDT 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.

INDT 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: INDT 451, 452, 451, 452, 461, 462, 463, 464, 465, 466, 471. Offered as needed.

Instructional Technology

Department of Educational Studies

Professors: Bursden, Busi, Buzovski, Eames, Holland, McGintock, Mitchell, Nelson, Pansofsky (chair), A. Smith, Stone, Tarley

Associate Professors: Brell, Jr., Davis, Goodness, McCrystal, McSweeney, Reyes, N. Sullivan, Taylor, Tiskos

Assistant Professors: Bigler, Czornyjek, Gomez, Poole, C. Williams

COURSE OFFERINGS

INST 251: Introduction to Emerging Technologies

Students develop mastery of basic skills and knowledge of using technology to achieve teaching and learning goals. Theoretical and practical knowledge are directed toward integrating technology into the instructional process.

3 semester hours. Offered fall, spring, summer.

INST 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.

Italian

Department of Modern Languages
Associate Professors: *Canos, Gilein,
Jazyn (chair), Taylor*

Assistant Professors: *Castellucci, Parker*

COURSE OFFERINGS

See also *Modern Languages*.

ITAL 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. Offered fall, spring, summer.

ITAL 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: ITAL 101 or one year of secondary school Italian, or consent of department chair. Offered spring and summer.

ITAL 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. Gen. Ed. Category SB. Prerequisite: ITAL 102 or three years of secondary school Italian or a score of 500-549 on the CEEB Achievement Test in Italian. Offered fall.

ITAL 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: ITAL 113 or equivalent, or a score of 550-599 on the CEEB Achievement Test in Italian, or consent of department chair. Offered spring.

ITAL 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: ITAL 114 or equivalent, or consent of department chair. Offered fall.

ITAL 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 material provides opportunity for oral practice.

4 semester hours. Prerequisite: ITAL 114 or equivalent, or consent of department chair. Offered spring.

Justice Studies

Pamela Irving Jackson
Director

Programs 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 General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below.

(Semester hours are in parentheses.)

•Required Courses (20)
Psychology 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 (11)

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)

Cognates: 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:

Justice Studies 366; Anthropology 303; History 315; Philosophy 321; Political Science 332; Sociology 309, 318

Cognates: 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. Prerequisites for all courses must be met unless waived.

COURSE OFFERINGS

See also participating departments.

JSTD 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 332, SOC 309, and nine additional semester hours of justice studies courses. Offered as needed.

Labor Studies

Robert Cvornjek
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 General Education 2000, the Writing Requirement, the College Mathematics 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 the following: Computer Information Systems 251 or equivalent,* Economics 200 (or 214 and 215); Management 301, 320; Mathematics 240 or equivalent,* Political Science 202

*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

LBRS 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.

LBRS 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.

LBRS 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.

LBRS 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 the image of the worker in poetry, prose, drama, and film.

3 semester hours. Offered as needed.

LBRS 301: Theories of the Labor Movement

This course investigates the aims, functions, and social role of the labor movement. Students critically analyze both old and new theoretical approaches in order to integrate

those concepts which best explain the labor movement of today. Simulations, role playing, films, and guest speakers are used.

3 semester hours. Prerequisite: nine semester hours of labor studies courses or consent of coordinator. Offered as needed.

LBRS 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.

LBRS 303: The Sociology of Work

Work and leisure, in relation to the overall social system, are assessed. Students' work experiences and career choices are examined against the backdrop of occupational and social change; the workplace, labor markets, the family, minorities, and women.

3 semester hours. Prerequisite: nine semester hours of labor studies courses or consent of coordinator. Offered as needed.

LBRS 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.

LBRS 305: Women and Work

This course examines the experience of women in and in relation to the paid work force, the family, and the community. Central topics are the history, growth, and definition of women's occupations, job experiences, and roles in labor union.

3 semester hours. Prerequisite: nine semester hours of labor studies courses or consent of coordinator. Offered as needed.

LBRS 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.

LBRS 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.

LBRS 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

Associate Professor: Coons, Gilein, Juzyn (chair), Taylor

Assistant Professor: Castellucci, Parker

COURSE OFFERINGS

See also Modern Languages.

LATN 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).

LATN 102: Elementary Latin II

This course is a continuation of Latin 101.

3 semester hours. Prerequisite: LATN 101 or equivalent. Offered alternate springs (even years).

LATN 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: LATN 102 or equivalent or two years of secondary school Latin. Offered as needed.

LATN 114: Readings in Intermediate Latin

Through readings of a major author or authors, students examine the cultural and literary milieu of the ancient Roman world. Grammar is reviewed, when necessary, for accurate comprehension.

3 semester hours. Prerequisite: LATN 113 or equivalent, or three years of secondary school Latin. Offered as needed.

Latin American Studies

Dix Coons

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 program 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 General Education 2000, the Writing Requirement, the College Mathematics 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 any other means acceptable to the Department of Modern Languages.

(Semester hours are in parentheses.)

*Required Courses (30)

Latin American Studies 363; Anthropology 322, 325; History 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 acceptable equivalents: Economics 200, 321; Geography 201; Political Science 303; Spanish 200, 201, 202, 222, 251. (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 352, 353.

COURSE OFFERINGS

See also participating departments.

LAS 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 Management and Technology
 Professors: *Cyrus I.A. Dicle, U. Dicle, Harris, Ramack*

Associate Professors: *Babcock, Blanchette (chair), Collins, DeSionne, Farnella, McGuire, Palmentieri, Sahit*

Assistant Professors: *Casry, King*

Programs of Study

Major: Management with concentration in General Management, Human Resource Management, or International Management (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 General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below. A student may require more hours in management and marketing, but double counting management and/or marketing electives will not be permitted.

(Semester hours are in parentheses.)

*Required Courses (19)
 Accounting 201, 202; Computer Information Systems 251, 352; Economics 214, 215; Finance 330; Management 249, 301, 302, 330, 348, 361; Marketing 301

*Concentration
 Select A, B, or C.

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 systems, 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. International Management (27):
 Management 342, 345; Economics 321; Finance 334; Marketing 329; plus one course selected from the following: Accounting 355; Economics 322; History 325; Political Science 303, 341; and one additional course selected from the following: Anthropology 318, 319, 320, 321, 322, 327; History 310, 313, 341, 345, 346, 348, 353; 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

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 required courses at the 200-level, including introductory courses in accounting, economics, and computer information systems, and should complete Management 249 and Mathematics 248.

In the third year, students with junior standing and with 60 semester hours or more may enroll in 300-level department

courses. 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 management majors are as follows:

Beginning at the conclusion of the semester in which the student completes 60 semester hours, with a minimum of 30 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 Management and Technology.

1. Satisfactory completion of the College Writing Requirement.
2. A minimum cumulative grade point average of 2.0.
3. Satisfactory completion (i.e., passing grade) of the following general education requirements:
 - a. General education core;
 - b. Nine semester hours of distribution requirements.
4. Satisfactory completion (i.e., passing grade and a cumulative grade point average of 2.0) 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 Management and Technology, 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 Management and Technology will establish and maintain an appeals committee to receive, review, and determine the outcome of petitions by students for retention under extenuating circumstances.

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

Minor in Management

The minor in management consists of 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 Center for Management and Technology, except economics and industrial technology.

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.

MGT 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.

MGT 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. Students

cannot receive credit for both Management 249 and Mathematics 345.
3 semester hours. Prerequisite: MATH 240, 248, or consent of instructor. Offered fall, spring, summer.

MGT 261: Comparative Business Ethics in Literature: United States and Japan
 Through critical analysis of business activities portrayed in novels, plays, and film, students examine the difference between the behavior of U.S. and Japanese companies, using Confucian principles and Western ethical theory.

4 semester hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

MGT 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.

MGT 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 organization, 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.

MGT 305: Women in Management

Students become familiarized with issues regarding the role and status of women in management. This course is designed (1) to help students (both male and female) develop a better understanding of the dynamics of the diversified work environment, (2) to acquaint them with the stereotypes, attitudes, and behaviors which are the products

of the societal and cultural forces blocking women from entering and climbing managerial ranks; and (3) to examine ways and means of dealing with such forces and to explore the potential resources available to women who seek professional fulfillment.

3 semester hours. Prerequisite: MGT 301 or consent of instructor. Offered spring.

MGT 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 spring.

MGT 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.

MGT 314: Practicum in Small Business

Senior-level students apply their academic skills to practical small business challenges. Students, under direct faculty supervision, diagnose and make recommendations to the management of the sponsoring small business.

3 semester hours. Prerequisite: MGT 310, 311; MKT 321 (not concurrent). Offered as needed.

MGT 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.

MGT 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 and spring.

MGT 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.

MGT 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.

MGT 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.

MGT 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.

MGT 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.

MGT 329: Organization Management: A Macro Perspective

This course is concerned with organizations as aggregates of people in departments or divisions and with the structure and behavior of those aggregates. Content is designed to aid students in learning effective management techniques. Students may receive credit for only one of the following: Management 329, Sociology 306, 329.

3 semester hours. Prerequisite: MGT 301 or consent of department chair. Offered fall and spring.

MGT 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.

MGT 341: Business, Government, and Society

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.

MGT 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; Yugoslavian 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.

MGT 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.

MGT 344: Law of Business Organizations

This course concerns itself with the various forms of business organizations: partnerships and corporations. Securities, regulations, accountants' liability, and insurance law are also covered.
3 semester hours. Offered spring.

MGT 345: International Business

Focus is on the institutions and processes that constitute the international environment of business. Topics covered include international trade, balance of payments,

multinational companies, north-south relations, east-west relations, integration, and cross-national trade. (Formerly International Environment of Business.)
3 semester hours. Prerequisite: MGT 301 and MKT 301. Offered spring.

MGT 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.

MGT 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 required and elective courses, and 102 semester hours of undergraduate courses. Offered fall, spring, summer.

MGT 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.

MGT 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 Management and Technology
Professors: Copus, J. A. Dile, U. Dile, Harris, Ramski

Associate Professors: Babcock, Blanchette (chair), Collins, DeSimone, Fariello, McGuire, Pimental, Saliba

Assistant Professors: Gentry, King

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.

The full degree program requires the completion of at least 120 semester hours, including General Education 2000, the Writing Requirement, the College Mathematics 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; Finance 330; Management 249, 301, 302, 322, 348, 361; Marketing 301, 329, 333, 334, 362

Any three 300-level marketing courses

*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 required courses at the 200-level, including introductory courses in accounting, economics, and computer information systems, and should complete Management 249 and Mathematics 248.

In the third year, students with junior standing and with 60 semester hours or more may enroll in 300-level department courses. The capstone experiences are Management 361: Seminar in Strategic Management, and Marketing 362: Strategic Marketing Management, which are normally taken in the last semester. Management 361 requires completion of 102 semester hours and all required and cognate courses. Marketing 362 requires completion of Marketing 301, 329, 333, 334, and one additional 300-level marketing course.

Retention Standards

Retention standards for all marketing majors are as follows:

Beginning at the conclusion of the semester in which the student completes 60 semester hours, with a minimum of 30 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 Management and Technology.

1. Satisfactory completion of the College Writing Requirement.
2. A minimum cumulative grade point average of 2.0.
3. Satisfactory completion (i.e., passing grade) of the following general education requirements:
 - a. General education core;
 - b. Nine semester hours of distribution requirements.

4. Satisfactory completion (i.e., passing grade and a cumulative grade point average of 2.0) of the following required courses:
- Accounting 201, 202;
 - Computer Information Systems 251;
 - Economics 214, 215;
 - English 230;
 - Mathematics 177, 238, 248.

Procedures

- The Department of Management and Technology, 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 Management and Technology 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 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 Center for Management and Technology, except economics and industrial technology.

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.

MKT 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.

MKT 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.

MKT 321: Small Business Marketing

Ways in which the marketing function is carried out in small businesses are studied. Emphasis is on understanding the value of marketing to the overall success of the enterprise.

3 semester hours. Prerequisite: MKT 301. Offered as needed.

MKT 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.

MKT 323: Direct Marketing

An introduction to direct marketing strategy and techniques is presented. Topics include databases, electronic media, direct mail, catalogs, direct response advertising, telemarketing, and the role of direct marketing in the marketing mix.

3 semester hours. Offered as needed.

MKT 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 fall.

MKT 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.

MKT 334: Consumer Behavior

The marketing environment, consumer behavior, and market segmentation are covered. Emphasis is on understanding the turbulent environment surrounding the marketing decision maker.

3 semester hours. Prerequisite: MKT 301. Offered spring.

MKT 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 Communications 335.

3 semester hours. Prerequisite: MKT 301. Offered spring.

MKT 337: Retail Marketing

An integration of the critical issues, processes, and techniques of the managerial function as it relates to retailing is analyzed. Emphasis is on the strategic aspects of retailing and the managerial planning required to meet the objectives of the retail establishment.

3 semester hours. Prerequisite: MKT 301. Offered fall.

MKT 338: Advertising

Emphasis 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.

MKT 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.

MKT 362: Strategic Marketing Management

This is a capstone course in marketing designed to integrate the marketing functions of product, price, channels, and promotion with the concepts of strategic planning. 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 spring.

Mathematics

Department of Mathematics and Computer Science

Professors: G. Anderson, Bjerden, Moskol, Naczaron, Rodrigues, Salihany, H. Salzberg (chair), Schäfer, Sedláček, Simons, A. Smith

Associate Professors: Abrahamson, Harney, McDowell, Morgan, Scharfer

Assistant Professors: Humphreys, Roy, Sarauqi, C. Tropper, Zhou

Programs of Study

Major: Mathematics (B.A.)

Minor: Mathematics

Graduate Program: Mathematics (M.A.)

Teacher Education Programs: Mathematics (B.A.); RITE, M.A.T., M.Ed. with concentration in Mathematics (see Secondary Education)

UNDERGRADUATE PROGRAMS

Major in Mathematics

The mathematics major is intended for students who desire an undergraduate degree, or wish to pursue graduate study in the field, or are interested in using mathematics in business or industry.

The full degree program in mathematics requires the completion of at least 120 semester hours, including General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below. (Semester hours are in parentheses.)

•Required Courses (36)

Mathematics 212, 213, 300, 314, 315, 316 (or 317), 333, 341, 375

Two courses from Mathematics 316 or 317 (whichever is not counted above), 318, 331, 336, 345

•Cognates (3-8)

Select A, B, or C.

A. One course from Chemistry 305; Computer Science 312, 322, 323; Economics 313, 314, 315; Management 249; Marketing 333; Philosophy 305

B. Physics 200 and either Physics 201 or 202

C. Two non-mathematics courses approved by the Department of Mathematics and Computer Science as significantly illustrating the applications of mathematics

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 165. 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 300.

(Semester hours are in parentheses.)

•Required Courses (33)

Mathematics 212, 213, 300, 314, 315, 318 (or 336), 324, 333, 341, 358

•Cognates (33)

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 Salihany, Arthur Smith

Master of Arts in Mathematics

Admission Requirements

Minimum grade point average of B (3.0) and at least 30 semester hours beyond pre-calculus mathematics.

Program Requirements

The M.A. in mathematics consists of a minimum of 30 semester hours. Required courses are as follows: Mathematics 412, 415, 419, and 433; four additional mathematics courses at an appropriate level selected with graduate advisor's approval; and two courses in a discipline approved by graduate advisor and by the Department of Mathematics and Computer Science (these courses may be in mathematics). Students must also pass a comprehensive examination in order to graduate from the program and maintain a minimum grade point average of B (3.0) in all mathematics courses.

Rhode Island Teacher Education (RITE) Program

Students who already have an undergraduate degree with a major in mathematics may become eligible for Rhode Island certification to teach mathematics in secondary schools by completing the requirements for the RITE Program. See Secondary Education.

Master of Arts in Teaching (Mathematics)

Students who already have an undergraduate degree with a major in mathematics may become eligible for Rhode Island certification to teach mathematics in secondary schools by completing the requirements for the M.A.T. See Secondary Education.

Master of Education (Mathematics)

Students who are already certified to teach mathematics in Rhode Island secondary schools and who wish to pursue an M.Ed. should complete the requirements for the M.Ed. in secondary education. See Secondary Education.

COURSE OFFERINGS

It is expected that students will have completed the College Mathematics Requirement before taking any mathematics course numbered above 120.

MATH 010: Basic Mathematics Competency

Satisfactory completion of this course fulfills the College Mathematics Requirement. Topics include problem solving, geometry, measurement, introductory probability and statistics, graphs and charts, introductory algebra, and proportions. Grading is S or U.

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

MATH 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 full-time enrollment and is recorded on the student's transcript). Offered as needed.

MATH 120: Intermediate Algebra

Topics include real numbers, absolute values, 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 010 or 020 or equivalent, and consent of department chair. Offered fall, spring, summer.

MATH 139: Contemporary Topics in Mathematics

Selected areas of modern mathematics that have applications in contemporary society are introduced. Topics may include counting, probability, graph theory, cryptography, and the mathematics of social science, such as election theory, apportionment, and statistics.

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

MATH 143: Mathematics for Elementary School Teachers I

Topics include sets, logic, numeration, development of number systems, algorithms, and number theory. Emphasis is on an inductive, problem-solving approach leading to formalization and generalization.

3 semester hours. Prerequisite: three units of college preparatory mathematics. Offered fall, spring, summer.

MATH 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 141 or consent of department chair. Gen. Ed. Category M for elementary education students only. Offered fall, spring, summer.

MATH 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. Offered fall, spring, summer.

MATH 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, solution to equations, systems of equations, and right triangle trigonometry.

Use of calculators is required. Lecture and laboratory.

(4) 3 semester hours. Prerequisite: MATH 010 or 020 or equivalent. Gen. Ed. Category M. Offered fall, spring, summer.

MATH 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.

MATH 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.

MATH 210: College Trigonometry

This course is designed for students who need an in-depth knowledge of trigonometry. 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.

MATH 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 calcu-

lus and analytic geometry of algebraic and trigonometric functions are treated.

4 semester hours. Prerequisite: MATH 209. Gen. Ed. Category M. Offered fall, spring, summer.

MATH 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'Hopital's rule; infinite series; and the conics. (Formerly Mathematics 313.)

4 semester hours. Prerequisite: MATH 212. Offered fall, spring, summer.

MATH 238: Quantitative Business Analysis II

This is a study of nonlinear functions, elementary differential calculus, and partial differentiation, stressing applications to management and economics. Students cannot receive credit for both Mathematics 238 and 247, nor for Mathematics 238 if the student has already received credit for Mathematics 212.

3 semester hours. Prerequisite: MATH 177 or 209. Offered fall, spring, summer.

MATH 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. Offered fall, spring, summer.

MATH 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. Offered spring.

MATH 248: Business Statistics I

This course includes descriptive statistics, probability distributions, expected values, sampling distributions, estimation, and an introduction to hypothesis testing, stressing interpretation of results and applications to management and economics. 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.

MATH 300: Bridge to Advanced Mathematics

An introduction to the standard techniques of deductive proof in mathematics. Standard 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.

MATH 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 problems, as well as to provide a basis for the teaching of problem analysis.

3 semester hours. Prerequisite: MATH 143, 144, and either MATH 209 or consent of department chair. Offered spring.

MATH 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.

MATH 315: Linear Algebra

This course covers matrices, linear systems, vector spaces, vector geometry, and linear transformations.

3 semester hours. Prerequisite: MATH 300. Offered spring.

MATH 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.

MATH 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.

MATH 318: Introduction to Operations Research

Operations research is the systematic application of mathematical techniques for generating better decisions for real-world problems. 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: CSCI 102 or higher, and either MATH 212 or both MATH 200 and 247, or consent of department chair. Offered as needed.

MATH 324: College Geometry

Topics in Euclidean geometry are considered, using synthetic, analytic, vector, and transformational formats. Some logic is

studied, as are methods of direct and indirect proof appropriate for geometry. (Formerly Foundations of Geometry.)

3 semester hours. Prerequisite: MATH 212 or 247. Offered fall and spring.

MATH 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 212 or 247. Offered as needed.

MATH 333: Introduction to Abstract Algebra

A study is made of the theoretical properties of groups, rings, fields, polynomials, and sets. Properties of familiar number systems are exhibited as special cases of more general and abstract systems.

3 semester hours. Prerequisite: MATH 313. Offered fall.

MATH 336: Discrete Mathematics

This course introduces the student to several important areas in noncontinuous mathematics, including graph theory and its applications, difference equations, and finite-state machines.

3 semester hours. Prerequisite: MATH 212 or MATH 200 and 247. Offered spring.

MATH 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.

MATH 345: Statistical Methods II

Advanced statistical topics, such as design of experiments, analysis of variance, and multiple regression, are presented. Methods of exploring data, the role of assumption, and statistical models are discussed. Computer software, such as SPSS, is used. Students cannot receive credit for both Mathematics 345 and Management 249.

3 semester hours. Prerequisite: MATH 240 or 248 or 341. Offered as needed.

MATH 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.

MATH 375: Calculus IV

A continuation of Mathematics 314, this course includes Lagrange multipliers, line integrals, Green's Theorem, transformations and the Jacobian, and an introduction to analysis involving limits and the derivative.

3 semester hours. Prerequisite: MATH 314. Offered alternate falls (odd years).

MATH 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.

MATH 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.

MATH 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.

MATH 424: Higher Geometries

Advanced topics in geometry are included, such as foundations and axiom systems, finite geometries, and non-Euclidean geometries. Selected topics are also covered, such as projective geometry, convexity, and topology. Proofs are stressed throughout.

3 semester hours. Prerequisite: MATH 300. Offered as needed.

MATH 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.

MATH 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.

MATH 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. This course may be repeated for credit once with a change in content.

3 semester hours. Prerequisite: consent of department chair. Offered as needed.

MATH 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.

MATH 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.

MATH 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. This course may be repeated for credit with a change in content.

3 semester hours. Prerequisite: MATH 300 and 433, or consent of department chair. Offered as needed.

Modern Languages

Department of Modern Languages

Associate Professors: *Combs, Gélou, Juszyn (chair), Taylor*

Assistant Professors: *Castellani, Parker*

Programs of Study

Major: French (B.A.); Spanish (B.A.)

Minor: French, Portuguese, Spanish
Teacher Education Programs: French or Spanish (B.A.); RITE, M.A.T., M.Ed. with concentration in French or Spanish (see Secondary Education)

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.

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.

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.

Study Abroad

The Department of Modern Languages encourages students to study abroad and co-sponsors programs in Canada, France, Mexico, and Spain. Please contact the Department of Modern Languages for information concerning these programs.

COURSE OFFERING

MILAN 162: Mestizo Concepts of Community and Spirituality

Indigenous traditions and world views outside the Western experience are presented as they existed in the past and as they survive in contemporary Latin America. Central topics are non-Western views of community and spirituality. This is a writing intensive course.

4 semester hours. Gen. Ed. Core 3. Offered as needed.

Music

Department of Music, Theatre, and Dance

Professors: *Bobey, Burt, Custer, Elom, Hutchinson (chair), Jones, Mack, Markward, McClintock, Pellegrino, Scheff, R. Smith, Stillman*

Associate Professor: *Somerlin*

Assistant Professors: *Abernathy, Del Giudice, Franzblau, W. Wilson, Jr.*

Costume Designer: *Matheson*

Programs of Study

Major: Performance (B.M.); Music (B.A.)

Minor: Music

Teacher Education Programs: 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 General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below. Music 169 is required in the music performance program to fulfill general education Core Three. (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

Night 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; semester hours 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 130 semester hours, including General Education 2000, the Writing Requirement, the College Mathematics 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

MUS 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

MUS 102: Beginning Guitar

Basics of fingering, melodies, chords, and accompaniments are taught in class guitar. No previous musical training is required. Students must supply their own guitars.

(2) 1 semester hour Offered fall and spring

MUS 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

MUS 104: Class Piano I

The development of keyboard manipulative skills, the use of primary triads in accompaniment patterns, transposition, sight reading, improvisation, and basic pedalling technique are covered. Included are examples of piano literature, ensembles, and major and minor scales.

(4) 2 semester hours. Prerequisite: MUS 230 at consent of instructor. Offered spring.

MUS 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.

MUS 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.

MUS 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.

MUS 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.

MUS 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.

MUS 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.

MUS 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 for nonmajors. To fulfill the requirement for Gen. Ed. Category A, students must take MUS 161-163 for a total of three semester hours. Any number less than three will not fulfill this requirement. Offered fall and spring.

MUS 164-166: Chamber Ensembles

These are open to all qualified students by audition. Since all 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 for nonmajors. To fulfill the requirement for Gen. Ed. Category A, students must take MUS 164-166 for a total of three semester hours. Any number less than three will not fulfill this requirement. Offered fall and spring.

MUS 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.

MUS 169: Music Cultures of Non-Western Worlds

This is an introduction to selected music cultures of the non-Western world. Music cultures are defined in the contexts of sounds, concepts, social interactions, and materials of music. Critical studies are made of the cultural and social contexts of music. Students cannot receive credit for both MUS 169 and Anthropology 169.

4 semester hours. Gen. Ed. Core 3. Offered fall and spring.

MUS 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-Harpsichord
- 185 Classic Guitar
- 186 Percussion
- 187 Accordion
- 188 Harp

1 semester hour. Prerequisite: consent of department chair. Offered fall, spring, summer.

MUS 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.

MUS 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. Offered fall, spring, summer.

MUS 203: Elementary Music Theory

Fundamentals of scale construction, intervals, syllables, clefs, rhythms, and forms are studied, with stress placed on musical acuteness through ear training, sight singing, and dictation.

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

MUS 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.

MUS 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: MUS 230. Offered spring.

MUS 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 beginnings before Haydn and its development after Mahler are also considered.

3 semester hours. Gen. Ed. Category A. Offered alternate falls (even years).

MUS 222: Opera

Representative operas from the 17th century to the present are studied, encompassing changing styles, the particular contributions of composers, the librettists, and the

most significant operas of the past and present.

3 semester hours. Gen. Ed. Category A. Offered alternate falls (odd years).

MUS 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. Offered fall.

MUS 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. Offered spring.

MUS 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.

MUS 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.

MUS 232: Music Theory II

A continuation of Music 230, this course emphasizes modulations, seventh chords, chorale writing, binary and ternary forms, and score-reading techniques.

3 semester hours. Prerequisite: MUS 230. Offered spring.

MUS 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: MUS 231. Offered spring.

MUS 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: MUS 232. Offered fall.

MUS 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: MUS 233. Offered fall.

MUS 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: MUS 234. Offered spring.

MUS 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: MUS 235. Offered spring.

MUS 240: Music Theory Review

An intensive review of basic theoretical concepts, aural perception, and sight-singing abilities is presented in preparation for graduate study in music theory. This course may be required as a prerequisite of Music 505.

3 semester hours. Offered as needed.

MUS 268: Opera Workshop

Singers and pianists are prepared to better meet the demands of the musical stage. Emphasis is placed on the skills necessary

for a career in opera and musical theatre as singers and/or coaches.

(4) 2 semester hours. Prerequisite: consent of instructor and assistant chair of music. Offered spring.

MUS 269: Master Class in Applied Music

Students enrolled in applied music augment their knowledge of literature and performance techniques. Topics include pedagogy, memorization, practice techniques, and other topics relevant to appropriate applied sections.

(2) 1 semester hour. Prerequisite: consent of instructor and assistant chair of music. Offered as needed.

MUS 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 Spring 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 MUS 191. Offered fall, spring, summer.

MUS 305: Form and Analysis

A detailed study of the design and style of musical structure is presented. Small and large forms covered include binary and ternary design, song form, variations, rondo,

sonata form, as well as various hybrid forms.

3 semester hours. Prerequisite: MUS 232 or consent of instructor. Next offered fall 1999.

MUS 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: MUS 232 or consent of instructor. Next offered spring 2000.

MUS 307: Composition

Techniques of musical composition in the smaller forms are studied. Extensive experience in form and analysis is required to complete original compositions.

3 semester hours. Prerequisite: MUS 232 and either 305 or 306; or consent of instructor. Next offered fall 2000.

MUS 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: MUS 207 and 236. Offered fall.

MUS 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: MUS 207 and either 203 or 230; or consent of instructor. Next offered fall 1999.

MUS 305: Form and Analysis

A detailed study of the design and style of musical structure is presented. Small and large forms covered include binary and ternary design, song form, variations, rondo,

MUS 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: MUS 207 and either 203 or 230; or consent of instructor. Next offered fall 2000.

MUS 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: MUS 207 and either 203 or 230; or consent of instructor. Next offered spring 1999.

MUS 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: MUS 207 and either 203 or 230; or consent of instructor. Next offered spring 2000.

MUS 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: MUS 207 and either 203 or 230; or consent of instructor. Next offered fall 1999.

MUS 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: MUS 232 or consent of instructor. Next offered spring 1999.

MUS 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: MUS 232 and 306; or consent of instructor. Next offered spring 2001.

MUS 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: MUS 207, 230, 232, and one course from MUS 310, 311, 312, 313, 314; or consent of instructor. Offered alternate springs (odd years).

MUS 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.)

(1) 2 semester hours. Prerequisite: consent of instructor. Offered alternate springs (even years).

MUS 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 pianists, organists, and guitarists.

1 semester hour. Prerequisite: consent of instructor. Offered spring.

MUS 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 Spring 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-Harpischord
385 Classic Guitar
386 Percussion
388 Harp

(1) 3 semester hours. Prerequisite: concurrent enrollment in MUS 191 and acceptance into the B.M. program in performance. Offered fall and spring.

MUS 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.

MUS 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: 15 semester hours (five semesters) of Applied Music in the appropriate instrument. Offered fall, spring, summer.

MUS 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.

MUS 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: MUS 191 and 21 semester hours (seven semesters) of Applied Music in the appropriate instrument. Offered fall, spring, summer.

MUS 458: Twentieth-Century Theory

A study is made of the theoretical and compositional techniques of 20th-century composers.

3 semester hours. Prerequisite: MUS 236 or consent of instructor. Offered as needed.

MUS 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: MUS 240 or passing grade on graduate theory examination. Offered alternate falls (even years).

MUS 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.

MUS 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 spring 2001.

MUS 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).

MUS 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.

MUS 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.

MUS 568: Opera Workshop

Singers and pianists are prepared to better meet the demands of the musical stage. Emphasis is placed on the skills necessary for a career in opera and musical theatre as singers and/or coaches.

(4) 2 semester hours. Prerequisite: consent of instructor and assistant chair of music. Offered spring.

MUS 569: Master Class in Applied Music

Students enrolled in applied music augment their knowledge of literature and performance techniques. Topics include pedagogy, memorization, and practice techniques relevant to appropriate applied sections.

(2) 1 semester hour. Prerequisite: consent of instructor and assistant chair of music. Offered as needed.

MUS 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-Harpischord
585 Classic Guitar
586 Percussion

- 587 Accordion

- 588 Harp

(1) 2 semester hours. Prerequisite: graduate status. Offered fall, spring, summer.

MUS 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.

MUS 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, Theatre, and Dance

Professors: *Boberg, Burr, Custer, Elam, Hutchinson (chair), Jones, Mack, Markward, McClintock, Pellegrini, Schoff, R. Smith, Stillman*

Associate Professor: *Somerlin*

Assistant Professors: *Abernathy, Del Giudice, Franzblau, W. Wilson, Jr.*

Costume Designer: *Matheson*

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 General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below. Music 169 is required in the music education program to fulfill general education Core Three. The Feinstein School of Education and Human Development requires all undergraduate students to participate in a community service experience. This requirement may be completed on an individual basis or through one or more of the required courses in the undergraduate program.

(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, 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 215; Foundations of Education 340, 345

Admission and Retention

Students interested in music education should contact the Department of Music, Theatre, and Dance 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 the Feinstein School of Education and Human Development requirements for admission to undergraduate teacher education programs (see page 75).

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 examinations 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 Organization—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 certi-

fication 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, history, 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 41.

(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. Thesis and graduate projects vary, but topics for each must be approved by the departmental graduate committee. The recital is available only to those who clearly exhibit advanced musicianship and must have the approval of the departmental graduate committee.

Students may also take up to six credits from the graduate offerings in music at the University of Rhode Island. Available courses in the music area will be posted each semester. These courses must be approved for program credit prior to registration and must be included in the six-credit maximum for transfer credit.

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 grade point average of 3.0; 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 examinations are administered on or about April 15. These tests are used for remedial and diagnostic purposes. Also see graduate Admission Procedures/Requirements on page 41.

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* (3-4)
- 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

MUSE 312: Practicum in Music Education I

Principles, programs, and practices in teaching music at both elementary and secondary grade levels are presented. Observation of classes and initial participation in teaching are included. Focus is on general music in kindergarten through grade eight. (Formerly Education 312.)

(6) 3 semester hours. Prerequisite: MUS 104 and successful completion of sight singing and keyboard proficiency for acceptance into the music education teacher preparation program. Offered fall.

MUSE 313: Practicum in Music Education II

In this continuation of Music Education 312, 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: MUSE 312 and admission to the music education teacher preparation program. Offered spring.

MUSE 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 MUSE 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.

MUSE 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.

1 semester hour. Prerequisite: concurrent enrollment in MUSE 324. Offered fall.

MUSE 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.

MUSE 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 sight singing and keyboard proficiency for acceptance into the music education teacher preparation program. Offered fall.

MUSE 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: MUSE 412, admission to the M.A.T. program, and acceptance into the music education teacher preparation program. Offered spring.

MUSE 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: MUSE 412, 413, and concurrent enrollment in MUSE 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.

MUSE 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.

1 semester hour. Prerequisite: concurrent enrollment in MUSE 424. Offered fall.

MUSE 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.

MUSE 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.

MUSE 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.

MUSE 525: Advanced Studies in Music Education

Basic concepts in the philosophy of music education, aesthetics, the history of music education, sociology, and psychology are presented. (Formerly Education 525.)

3 semester hours. Prerequisite: consent of instructor. Offered alternate summers (odd years).

MUSE 566: Seminar in Music Education

Selected problems are investigated. (Formerly Education 566.)

3 semester hours. Prerequisite: consent of instructor. Offered alternate falls (even years).

MUSE 592: Graduate Thesis

A formal research problem is investigated by the student. An advisor from the Department of Music, Theatre, and Dance will be assigned to the student.

3 semester hours. Prerequisite: consent of department graduate committee. Offered as needed.

Nursing

Department of Nursing

Professors: *Baker, Carty, Cathers, Hainsworth, Latsan, Shelton*

Associate Professors: *Carrington-Hinshelton, Lockett, A. Murphy, Rasmussen, P. Thomas (chair), J. Williams, Wood*

Assistant Professors: *Beazer, Byrd, Costello, DeNuccio, Doherty, Foote, Harrison, Huntley-Newby, Matarese, Petrusca, Quigley, Rubetzky*

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 25-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 General Education 2000, the Writing Requirement, the College Mathematics 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.)

*R. Required Courses (55-57)

Nursing 202* (or 200), 203, 204, 205, 219, 320, 321, 322, 323, 330, 331, 332, 333

(Registered nurses take Nursing 207, 219, and 316)

*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. LS)
Psychology 110 (3, G.E. SB)
Writing 100 (4)

(Total semester hours: 15)

Second Semester

Nursing 219 (2)
Biology 231 (4)
Chemistry 106 (4, G.E. SM)
Psychology 230 (4)

(Total semester hours: 14)

Third Semester

Nursing 200 (2) or 202 (4)
Nursing 203 (2)
Biology 335 (4)
General Education (4, G.E. Core)

(Total semester hours: 12-14)

Fourth Semester

Nursing 204 (4)
Nursing 205 (3)
Biology 348 (4)
General Education (4, G.E. Core)

(Total semester hours: 15)

Fifth Semester

Nursing 320 (6)
Nursing 321 (6)
General Education (3, G.E. SB)

(Total semester hours: 15)

Sixth Semester

Nursing 322 (6)
Nursing 323 (6)
General Education (3, G.E. M)

(Total semester hours: 15)

Seventh Semester

Nursing 330 (3)
Nursing 331 (6)
General Education (4, G.E. Core)
General Education (3, G.E. A)

(Total semester hours: 16)

Eighth Semester

Nursing 332 (3)
Nursing 333 (6)
General Education (4, G.E. Core)
Elective (3)

(Total semester hours: 16)

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 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 or 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.

RN 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 fall 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 32).

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 Honors.

The Credit/No Credit option is not permitted in required courses and cognates in the major in nursing.

The faculty of the Department of Nursing reserves the right to require withdrawal or dismissal of a student who gives 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. 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 or compliance with treatment. 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. If the student chooses not to be vaccinated, he/she must sign a declination form.

COURSE OFFERINGS

For nursing majors only, unless otherwise indicated.

NURS 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: BIOL 231, PSYC 230, acceptance to the nursing major, completion of an introductory nursing course in another institution, and consent of department chair. Offered fall.

NURS 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: BIOL 231, PSYC 230, acceptance to the nursing major, and pending or concurrent enrollment in BIOL 335. Offered fall.

NURS 203: Practicum I

The student is introduced to professional nursing and is provided the opportunity to apply core concepts to assist clients to promote and maintain health in selected settings.

(6) 2 semester hours. Prerequisite: pending or concurrent enrollment in NURS 200 or 202. Offered fall.

NURS 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. The concept of illness is introduced.

4 semester hours. Prerequisite: NURS 200 or 202, BIOL 335, and pending or concurrent enrollment in NURS 219 and BIOL 548. Offered spring.

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. Affiliating agencies may require students to consent to criminal background checks.

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.

An applicant who has been convicted of a felony may not be allowed to take the licensing examination administered by the Rhode Island Board of Nurse Registration and Nursing Education. For more information, contact the chair of the Department of Nursing.

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.

NURS 205: Practicum II

The student continues to focus on the professional role and nursing process in the promotion and maintenance of health in clients, including the childbearing family. Concepts related to illness are applied. (9) 3 semester hours. Prerequisite: NURS 203 and preceding or concurrent enrollment in NURS 204. Offered spring.

NURS 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: licensed RN students. Offered fall and spring.

NURS 219: Therapeutic Nutrition

Focus is 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 included. Lecture. 2 semester hours. Offered fall and spring.

NURS 261: Cross-Cultural Perspectives on Childbearing and Mothering

The universal experience of childbirth and mothering is explored, using cross-cultural perspectives. Focus is on analyzing and comparing Western and non-Western beliefs and customs, using historical, literary, anthropological, and contemporary sources. Writing and critical thinking skills are emphasized. 4 semester hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

NURS 262: Substance Abuse as a Global Issue

This is an examination of how substance abuse evolves from multicultural factors influencing human behavior and becomes a global issue. Emphasis is placed on ways in

which dynamic processes operate in different cultures with respect to alcohol and other drugs.

4 semester hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall spring, summer.

NURS 263: Dying, Loss, and Grief: Cross-Cultural Perspectives

Death and dying across several cultures is surveyed from a public health perspective. A comparison is made between five religious traditions. Also examined are non-Western versus Western cultural beliefs. 4 semester hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and summer.

Nursing 264: The State of the World's Children

This is an analysis of the impact of cultural identity and heritage upon the well-being of children around the world. Global issues of child exploitation and the necessary global effort to halt that exploitation are surveyed.

4 semester hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

NURS 310: Fundamentals of Operating Room (OR) Nursing

An introduction to OR nursing designed for the RN, LPN, or the senior baccalaureate nursing student. Emphasis is on the preoperative, intraoperative, and postoperative nursing care of the surgical client.

3 semester hours. Prerequisite: RN or LPN licensure. Senior nursing students may take this course but cannot register for NURS 311. Offered as needed.

NURS 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 or LPN licensure, and NURS 310. Offered as needed.

NURS 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.

NURS 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 delirium 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.

NURS 316: Physical Assessment of the Adult and Child

This course assesses 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 RNs. Offered fall and spring.

NURS 320: Nursing and Simple Deviations in Health across the Life Span I

This course is designed to introduce the student to the theoretical principles which are fundamental to the nursing care of clients experiencing simple deviations in health across the life span.

6 semester hours. Prerequisite: NURS 204, 205; CHEM 106. Offered fall.

NURS 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.

(18) 6 semester hours. Prerequisite: preceding or concurrent enrollment in NURS 320. Offered fall.

NURS 322: Nursing and Deviations in Health across the Life Span II

Focus continues on theoretical principles related to the nursing care of clients experiencing simple deviations in health. The concept of complex deviation is introduced.

6 semester hours. Prerequisite: NURS 320. Offered spring.

NURS 323: Practicum IV

Students apply the concepts learned in Nursing and Deviations in Health across the Life Span II. Cognitive, psychomotor, and affective skills are developed further through guided experiences in simulated and actual clinical situations.

(18) 6 semester hours. Prerequisite: NURS 321 and preceding or concurrent enrollment in NURS 322. Offered spring.

NURS 330: Nursing and Complex Deviations in Health across the Life Span

Focus is on clients who experience complex deviations in health. Course content includes analysis of the interactive effects of alterations in the five identifiers and identification of therapeutic interventions that assist clients in the acute, chronic, and terminal phases.

3 semester hours. Prerequisite: NURS 322 and 323. Offered fall.

NURS 331: Practicum V

This practicum experience allows the student to apply the concepts presented in Nursing and Complex Deviations in Health across the Life Span in a variety of clinical settings.

(18) 6 semester hours. Prerequisite: preceding or concurrent enrollment in NURS 330. Offered fall.

NURS 332: Advanced Concepts in Nursing and Health

Focus is on societal and environmental influences on complex deviations in health. The concept of continuity as clients is developed further, and the impact of ethical, legal, socioeconomic, and political issues on contemporary professional behavior and practice is analyzed.

3 semester hours. Prerequisite: NURS 480. Offered spring.

NURS 333: Practicum VI

This practicum involves the practical application and synthesis of concepts learned through the nursing major. Emphasis is on the impact of public policy on community health care and on nursing practice.

(18) 6 semester hours. Prerequisite: NURS 331 and preceding or concurrent enrollment in NURS 332. Offered spring.

NURS 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.

Performing Arts

Department of Music, Theatre, and Dance

Professors: Bobery, Burt, Carter, Elam, Hutchinson (chair), Jones, Mack, Markwood, McClintock, Pellegrino, Scheff, R. Smith, Stillman

Associate Professor: Somenzi

Assistant Professors: Ahermady, Del Giudice, Franzblau, W. Wilson, Jr.

Costume Designer: Matheson

COURSE OFFERING

See also *Dance, Music, Theatre*

PFA 158: Experiencing the Performing Arts

An interdisciplinary approach is used to introduce the student to the performing arts. Perspectives concerning music, theatre, and dance as collaborative art forms are studied. The student is involved as listener, creator, and active participant.

3 semester hours. Gen. Ed. Category A. Offered fall, as needed.

Philosophy

Department of Philosophy

Professors: Castiglione (chair), Enteman, R. Olmsted, S. Smith

Assistant Professor: Shogenji

Programs of Study

Major: Philosophy (B.A.)

Minor: Philosophy

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 General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below.

(Semester hours are in parentheses.)

*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 18 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.

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 165.

COURSE OFFERINGS**PHIL 165: The Heritage of Asian Philosophy**

The philosophical traditions of India, China, and Japan are explored, with focus on Asian conceptions of reality theories of knowledge, systems of ethical relationships and beliefs about human nature, and the role of philosophy in human affairs.

4 semester hours. Gen. Ed. Core 3. Offered fall and spring.

PHIL 167: Native American Philosophy

Philosophic understanding was and continues to be an integral part of the lives of Native Americans. This course focuses on the wisdom found in Native American traditions. Current primary sources are used so that students can experience Native American philosophy directly.

4 semester hours. Gen. Ed. Core 3. Offered as needed.

PHIL 200: Problems of Philosophy

Basic philosophic issues, such as the existence of God, free will, minds, the nature of reality, knowledge, and truth, are examined. Emphasis is placed on reasoning and justification.

3 semester hours. Offered fall, spring, summer.

PHIL 201: Introduction to Eastern Philosophy

Theories of reality, knowledge, and the meaning of human existence in Eastern philosophical traditions are investigated. Special attention is devoted to the metaphysical speculations of the Indian schools and to the ethical theories of East Asian schools.

3 semester hours. Offered fall, spring, summer.

PHIL 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. Offered fall, spring, summer.

PHIL 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. Offered fall, spring, summer.

PHIL 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. Offered fall, spring, summer.

PHIL 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.

PHIL 262: Freedom

This critical and cross-cultural examination presents various views on such topics as free will, religion and freedom, the nature of human freedom, and social, political, and economic freedom.

4 semester hours. Prerequisite: Gen. Ed. Core 1, 2, 3. Fulfills Gen. Ed. Core 4. Offered as needed.

PHIL 264: The Great Ethical Traditions

This is a critical inquiry into ethical issues and the great ethical traditions. Moral theories from both Western and non-Western traditions are examined.

4 semester hours. Prerequisite: Gen. Ed. Core 1, 2, 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.

PHIL 300: American Philosophy

In this survey of philosophy in America from the colonial period to the present, some of the major works of significant American philosophers are read and discussed. Among the philosophers considered are Charles Peirce, William James, and John Dewey.

4 semester hours. Offered spring.

PHIL 301: Business Ethics

Ethical issues, especially as they are relevant to business organizations and practices, are examined. Topics may include employee rights, the environment, corporate responsibility, government involvement, and corporate governance.

3 semester hours. Prerequisite: any 200-level philosophy course or any economics or management course. Offered as needed.

PHIL 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).

PHIL 306: Contemporary Ethical Theory

Theories about the nature and possibility of ethics are discussed. Topics may include relativism, egoism, intuitionism, moral realism, the nature of the moral person, moral development, feminist ethics, the significance of evolution, and the nature of moral arguments.

3 semester hours. Prerequisite: PHIL 206 or consent of department chair. Offered as needed.

PHIL 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.

PHIL 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).

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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-over-time.

3 semester hours. Prerequisite: any 200-level philosophy course or consent of department chair. Offered as needed.

PHIL 333: Philosophy of Mind

A study of the status and role of mind in mind/body dualism, identity theory, behaviorism, functionalism, and emergentism, are discussed. Other topics may include the contents of mental states, consciousness, and artificial intelligence.

3 semester hours. Prerequisite: any 200-level philosophy course or consent of department chair. Offered as needed.

PHIL 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.

PHIL 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.

PHIL 355: Aquinas, Bonaventure, and Medieval Thought

The origins of medieval thought are traced. The instrumentalization of philosophy is

thought is analyzed. The works of Aquinas and Bonaventura are studied.

4 semester hours. Prerequisite: any 200-level philosophy course. Offered alternate springs (odd years).

PHIL 356: Seventeenth- and Eighteenth-Century Philosophers

Works of European philosophers from René Descartes to Immanuel Kant are read.

4 semester hours. Prerequisite: any 200-level philosophy course. Offered alternate falls (even years).

PHIL 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).

PHIL 359: Contemporary Analytic Philosophy

This course focuses on late 19th- and 20th-century philosophers of language, with particular emphasis upon their technical works in analytical philosophy. G. E. Moore, Gilbert Ryle, Ludwig Wittgenstein, Rudolph Carnap, G. Morris, and A. Tarski are among the philosophers studied who applied techniques of the logical analysis of language to philosophical problems of knowledge, existence, and value.

3 semester hours. Prerequisite: any 200-level philosophy course. Offered as needed.

PHIL 363-364: Seminar In Philosophy
Concepts, individual thinkers, or institutional movements may be chosen to be explored intensively.

3 or 4 semester hours. Prerequisite: consent of instructor and department chair. Offered as needed.

PHIL 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 and Physical Education

Professor: Lombardo (chair)

Associate Professors: Ainley, Raabe

Assistant Professors: Cantavella, Castagno, Maresiak, Nutter

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 General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below. The Feinstein School of Education and Human Development requires all undergraduate students to participate in a community service experience. This requirement may be completed on an individual basis or through one or more of the required courses in the undergraduate program.

(Semester hours are in parentheses.)

*Required Courses (39)

Physical Education 140, 243, 301, 309, 310, 311, 312, 320; Health Education 201, 215; and 10 semester hours in activity courses, including Physical Education 128, 132, 147, 205, one aquatics course, one team sport course, and two individual/dual/lifetime sport 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

215; Foundations of Education 340, 345

*Students in the physical education curriculum who complete Biology 231 shall be considered to have fulfilled the requirement for general education Category SM.

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

Biology 108

Health Education 201

Health Education 215

Third Semester

Physical Education 243

Physical Education 301

Biology 231

Counseling and Educational

Psychology 215

Activity Course

Fourth Semester

Physical Education 123

Physical Education 147

Physical Education 205

Physical Education 302

Biology 335

Special Education 300

Activity Course

Fifth Semester

Physical Education 132

Physical Education 309

Physical Education 313

Foundations of Education 340

Activity Course

Activity Course

Sixth Semester

Physical Education 310

Physical Education 314

Physical Education 320

Foundations of Education 345

Activity Course

Seventh Semester

Physical Education 311

Activity Course

Activity Course

Eighth Semester

Physical Education 312

Physical Education 326

Physical Education 328

Physical Education 328

Admission and Retention

All students enrolling in teacher education programs must meet certain admission criteria and procedures required by the Feinstein School of Education and Human Development (see page 75).

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 or other approved test as part of the admission process.

A minimum grade point average of 2.50 in all courses required in the major area is necessary for entry into practicum and student teaching.

Advancement

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 and 315;
 3. A minimum of 45 documented hours of experience with K-12 schoolchildren in an adapted setting.

COURSE OFFERINGS

PED 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.

PED 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 full semester.

(4) 2 semester hours. Offered fall and spring

PED 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.

3 semester hours. Offered fall and spring

PED 151: Introduction to Recreation in Modern Society

The recreative experience and its importance to the individual are examined. Historical trends concerning the impact of leisure on popular culture are explored, as well as the implications of leisure for the future. A survey of professional opportunities is included. Formerly Recreation 140: Introduction to Recreation and Leisure in Modern Society.

3 semester hours. Offered as needed.

PED 152: 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. Formerly Recreation 205.

(4) 3 semester hours. Offered as needed.

PED 201: Prevention and Care of Athletic Injuries

Students acquire a basic understanding of sports medicine. Topics include preventive techniques, protective strapping, basic first-

aid, injury recognition, and rehabilitation of athletic injuries.

(4) 3 semester hours. Prerequisite: HED 215 or current standard first aid certification or consent of instructor. Offered as needed.

PED 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

PED 220: 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. Formerly Recreation 300.

(5) 3 semester hours. Prerequisite: a current advanced lifesaving certificate. Offered as needed.

PED 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.

PED 251: Recreation Delivery Systems

Services provided by agencies in both the public and private sectors of leisure-service industries are examined. Functions of these agencies are investigated through lectures, field trips, and on-site volunteer work. Students spend two hours in class and two hours in field placements per week. Formerly Recreation 141.

(4) 3 semester hours. Offered as needed.

PED 252: 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. Formerly Recreation 201.

3 semester hours. Offered as needed.

PED 253: Introduction to Therapeutic Recreation

Students are introduced to the history, concepts, and philosophy of therapeutic recreation in community and institutional settings. An overview of special populations and the role of the therapeutic recreation specialist are examined. Field trips and on-site observations are included. Formerly Recreation 220.

3 semester hours. Offered as needed.

PED 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.

3 semester hours. Prerequisite: preceding or concurrent enrollment in PED 243. Offered fall.

PED 302: Practicum in Team Activities

Students analyze selected team sport skills and develop appropriate teaching progressions in team activities. This practicum includes observations and supervised teaching experiences in school settings K-12.

(6) 3 semester hours. Prerequisite: PED 140, 243, 301, and admission to the physical education teacher preparation program. Offered spring.

PED 305: Advanced Prevention and Care of Athletic Injuries

This course emphasizes analysis of preventive screening, pathomechanics of injury, and evaluation techniques. Relying heavily on the case-study approach, laboratory sessions include opportunities for supervised practice and the application of various training procedures.

3 semester hours. Prerequisite: PED 201. Offered as needed.

PED 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.*

PED 309: Adapted Physical Education

Individual differences which affect motor learning and performance are considered. Individual educational programs in adaptive, developmental, corrective, and mainstream physical education are designed. Laboratory experiences are included. *3 semester hours. Prerequisite: SPED 300 and concurrent enrollment in PED 313. Offered fall.*

PED 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: PED 205 and 243. Offered fall and spring.*

PED 311: Kinesiology

Effects of physical and anatomical principles on the performance of motor patterns are studied. Mechanical analysis of specific activities is included. *3 semester hours. Prerequisite: BIOL 231. Offered fall.*

PED 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, intramurals, and selected special areas, are covered. *3 semester hours. Prerequisite: PED 314. Offered spring.*

PED 313: Creative Rhythms and Dance

Students develop competencies in teaching rhythmic activities. Diversified experiences in rhythms, accompaniment, musical re-

sources, and rhythmic activities are provided. Observations and teaching are included.

(6) 3 semester hours. Prerequisite: admission to the physical education teacher preparation program and PED 147 and 302. Offered fall.

PED 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. Observation and supervised teaching experiences in school settings K-12 are included.

(6) 3 semester hours. Prerequisite: admission to the physical education teacher preparation program, and PED 132, 243, 301. Offered spring.

PED 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 applications of the individualized approach in clinical settings. *3 semester hours. Offered as needed.*

PED 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: BIOL 335. Offered spring.*

PED 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 PED 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.

PED 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.

1 semester hour. Prerequisite: concurrent enrollment in PED 326. Offered fall and spring.

PED 330: Exercise Prescription

Principles and practices for developing personalized exercise programs are studied.

This course includes the study of physical assessment procedures, programs, 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: PED 243, 310, 311; BIOL 335. Offered as needed.

PED 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, spring, summer.

PED 351: Leadership and Supervision of Recreation Leadership

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. Formerly Recreation 305. Techniques of Leadership and Supervision in Leisure and Recreation.

3 semester hours. Prerequisite: PED 151. Offered as needed.

PED 356: 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. Formerly Recreation 330.

(7) 4 semester hours. Prerequisite: PED 320 and current first aid and CPR certification. Offered as needed.

PED 390: Independent Study in Physical Education

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

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

PED 451: Recreation for the Elderly

Students explore steps involved in planning, organizing, conducting, and evaluating recreation programs for the elderly. Recreation programming, diverse recreation activity experiences, staffing considerations, and future trends in recreation and leisure services for the elderly are included. Formerly Recreation 325.

3 semester hours. Offered as needed.

Physical Sciences

Department of Physical Sciences

Professors: Gilbert, Glanz, Greene, Lofgren, E. Magyar, J. Magyar, Morzasso, Vism, J. Williams, Jr.

Associate Professors: Cooley, Furlan (chair), Mayes, Thibau

Assistant Professor: Lamontagne, Shurman

Programs of Study

Teacher Education Programs: General Science (B.A., RITE, M.A.T., M.Ed. with concentration in General Science (see Secondary Education))

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 165. For a description of the teacher education program in secondary education, see page 300. Requirements for the general elementary education and secondary education programs are listed in the secondary education section on page 302.

GRADUATE PROGRAMS

Advisors: James Magyar, Peter Meyer, Paul Tsukis, Robert Viers

Rhode Island Teacher Education (RITE) Program

Students who already have an undergraduate degree with a major in science or mathematics may become eligible for Rhode Island certification to teach general science in secondary schools by completing the requirements for the RITE Program. See Secondary Education.

Master of Arts in Teaching (General Science)

Students who already have an undergraduate degree with a major in science or mathematics may become eligible for

Rhode Island certification to teach general science in secondary schools by completing the requirements for the M.A.T. See Secondary Education.

Master of Education (General Science)

Students who are already certified to teach general science in Rhode Island secondary schools and who wish to pursue an M.Ed. should complete the requirements for the M.Ed. in secondary education. See Secondary Education.

COURSE OFFERINGS

PSCI 103: Physical Science

The processes and natural laws which control our physical environment are investigated. Four major conceptual schemes: matter, force and motion, energy, and chemical change are examined. Experiments emphasize principles rather than procedure. Lecture and laboratory. Students cannot receive credit for both Physical Science 103 and Physics 101-102.

(5) 4 semester hours. Gen. Ed. Category LS. Offered fall, spring, summer.

PSCI 105: 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.

PSCI 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. Emphasis is on 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. Offered as needed.

PSCI 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. Offered fall, spring, summer.

PSCI 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 LS. Offered fall and summer.

PSCI 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. Offered as needed.

PSCI 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. Offered fall, spring, summer.

PSCI 320: Science and Society

Discussion focuses on 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 falls (even years).

PSCI 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: PHYS 102, 200 or 201; or consent of department chair. Offered as needed.

PSCI 340: Field Methods in Geology

Students are introduced to mapping and the interpretation of geological structures, with emphasis on the geology of local area. 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: PSCI 212 or consent of instructor. Offered as needed.

PSCI 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 161. Offered as needed.

PSCI 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.

PSCI 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 Physics Sciences

Professors: Gilbert, Glanz, Gevork, Lefteric, E. Magyar, J. Magyar, Marzouca, Viers, J. Williams, Jr.

Associate Professors: Cooley, Furtan (chair), Meyer, Tinkus

Assistant Professors: Lamontagne, Snowman

Programs of Study

Major: Physics (B.A.)

Minor: Physics

Teacher Education Program: Physics (B.A.); RITE, M.A.T., M.Ed. with concentration in Physics (see Secondary Education)

UNDERGRADUATE PROGRAMS

Major in Physics

The full degree program in physics requires the completion of at least 120 semester hours, including General Education 2000, the Writing Requirement, the College Mathematics 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 (31)

•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 a minimum grade point average of 2.0 in all courses completed or consent of department chair.

Suggested Sequence

First Semester

Physics 200

Mathematics 212

Second Semester

Physics 201 or 202

Mathematics 213

Third Semester
Physics 202 or 201
Chemistry 103
Mathematics 314

Fourth Semester
Physics 300
Chemistry 104
Mathematics 316

Fifth Semester
Physics 301

Sixth Semester
Physics 303

Seventh Semester
Physics 307
Physics 313

Eighth Semester
Physics 312
Physics elective

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 165. Physics students pursuing a program in secondary education should see page 300 for a list of the required courses in the major as well as a description of the other requirements for this teacher education program in secondary education.

GRADUATE PROGRAMS

Rhode Island Teacher Education (RITE) Program

Students who already have an undergraduate degree with a major in physics may become eligible for Rhode Island certification to teach physics in secondary schools by completing the requirements for the RITE Program. See Secondary Education.

Master of Arts in Teaching (Physics)

Students who already have an undergraduate degree with a major in physics may become eligible for Rhode Island certification

to teach physics in secondary schools by completing the requirements for the M.A.T. See Secondary Education.

Master of Education (Physics)

Students who are already certified to teach physics in Rhode Island secondary schools and who wish to pursue an M.Ed. should complete the requirements for the M.Ed. in secondary education. See Secondary Education.

COURSE OFFERINGS

PHYS 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) 8 semester hours. Gen. Ed. Category LS. Prerequisite: successful completion of PHYS 101 or equivalent is prerequisite to PHYS 102. PHYS 101 offered fall and summer. PHYS 102 offered spring and summer.

PHYS 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. Gen. Ed. Category LS. Prerequisite: preceding or concurrent enrollment in MATH 212. Offered fall.

PHYS 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: PHYS 200 and concurrent enrollment in MATH 213, or consent of department chair. Offered fall.

PHYS 202: Thermodynamics, Waves, and Optics

This calculus-based course includes temperature and heat, kinetic theory, the laws of thermodynamics, interference and diffraction of waves, sound, the nature of light, optics, and an introduction to atomic physics. Lecture and laboratory.

(7) 4 semester hours. Prerequisite: preceding or concurrent enrollment in MATH 212. Offered spring.

PHYS 300: Atomic and Nuclear Physics

Atomic physics covers relativistic mechanics, atomic structure, and electromagnetic radiation, especially optical and X-ray. Nuclear physics covers radioactivity, disintegration processes, fission and fusion, and elementary particles. Experiments are designed to emphasize these concepts. Lecture and laboratory.

(6) 4 semester hours. Prerequisite: PHYS 102 or 201 or 202 and preceding or concurrent enrollment in MATH 213. Offered alternate springs (even years).

PHYS 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: PHYS 201 and preceding or concurrent enrollment in MATH 314. Offered as needed.

PHYS 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: PHYS 202 and preceding or concurrent enrollment in MATH 316. Offered as needed.

PHYS 307: Quantum Mechanics

Topics include the breakdown of classical physics, the wave function as a means of describing particle and wave properties, the Schrodinger Equation, and solutions to

simple eigenvalue problems. Spin, transition probabilities, magnetic properties, and related topics are also covered. Lecture only.
3 semester hours. Prerequisite: PHYS 300 and MATH 314. Offered alternate springs (odd years).

PHYS 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: PHYS 202, CHEM 104, MATH 316. Offered as needed.

PHYS 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.

PHYS 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: PHYS 300. Offered as needed.

PHYS 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.

PHYS 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: Leazes, Jr. (chair), Profughi, Stone, Wiener

Associate Professors: Hufnagel, Oppenlander, Perotta, Rickabaugh

Assistant Professor: Weil

Programs of Study

Major: Political Science (B.A.)

Minor: Political Science

Teacher Education Program: 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 General Education 2000, the Writing Requirement, the College Mathematics 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, 308

At least 18 additional semester hours selected from departmental offerings, with the exception of Political Science 200. Students may elect to take Political Science 208 to fulfill part of this requirement.

•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 Programs

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 165. Students who major in political science may become eligible for Rhode Island certification to teach social studies by completing the requirements for the major as specified by the Department of Political Science, the professional sequence in secondary education, selected courses in history and other courses in the social sciences. See Secondary Education on page 300 for a description of the social studies program.

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

POL 161: Politics and Culture in Southeast Asia

The interplay of culture and politics in Southeast Asia is the focus of this course. Where possible, students approach Southeast Asian culture and politics through the writings and works of Southeast Asian leaders and citizens themselves.

4 semester hours. Gen. Ed. Core 3. Offered once annually.

POL 200: Introduction to Political Science

Students are introduced to the scope and methods of the discipline and consider political ideologies, socialization, and institutions.

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

POL 202: American Government

This is an examination in broad outline of 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. Offered fall, spring, summer.

POL 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.

POL 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 fall and spring.

POL 208: Introduction to the Law

A major objective is to analyze how the law and legal system affect the everyday lives of citizens. Emphasis is on topics of current concern at all levels of government.

3 semester hours. Offered fall and spring.

POL 261: Global Competition: The United States and Its Trading Partners

Issues surrounding global economic competition are examined, along with the merits of free trade for the United States and other global competitors. Discussion includes the advantages and disadvantages of the creation of national government industrial policy.

4 semester hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.

POL 262: Power and Community

Critical comment on the observation and use of power shapes many traditions of political inquiry. Students explore these traditions in Western and non-Western thought, with emphasis on the effort to understand power in diverse urban communities.

4 semester hours. Gen. Ed. Core 1, 2, 3. Fulfills Gen. Ed. Core 4. Offered once annually.

POL 263: Citizenship, National Identity, and Immigration

Students are introduced to the ways in which different societies have dealt with citizenship, immigration, and national identity. Emphasis is on comparative analysis and a discussion of the moral issues involved in debates over citizenship and immigration.

4 semester hours. Prerequisite: Gen. Ed. Core 1, 2, 3. Fulfills Gen. Ed. Core 4. Offered alternate semesters.

POL 264: Federalism and Nation Building

The development of the American federalism has significance for political thought and for the politics of other nations. Students consider the literature produced by that development and its relevance to contemporary issues in diverse cultural settings.

4 semester hours. Gen. Ed. Core 1, 2, 3. Fulfills Gen. Ed. Core 4. Offered once annually.

POL 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 202. Offered fall.

POL 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 202 or consent of department chair. Offered fall.

POL 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 department chair. Offered as needed.

POL 304: Research Methods II

Students develop skill in the preparation, analysis, and interpretation of data. They also gain skill in the use of the computer and other technology in the research

process. Lecture and laboratory. Students cannot receive credit for both Political Science 304 and Sociology 304.

15 4 semester hours. Prerequisite: POL 300 or SOC 302, or consent of department chair. Offered as needed.

POL 306: State and Local Government

This course examines the political structure, processes, policies, and power distributions in state and local governments 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 202. Offered every third semester.

POL 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 202. Offered fall.

POL 308: Current Political Controversy

Students learn the art and science of political analysis by critically reading and writing about political controversies currently in the news, while learning to use the tools and data available to political scientists.

4 semester hours. Prerequisite: POL 202, 203, 204, or POL 202 and consent of department chair. Offered fall.

POL 309: Women and Politics

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 department chair. Offered as needed.

POL 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 204 or consent of department chair. Offered fall.

POL 315: Western Legal Systems

This is a comparative study of the development of English common law and continental European civil law, with particular emphasis on the impact of economic and intellectual trends and the significance of jurisprudence, legislation, and law codes. Students may not receive credit for both Political Science 315 and History 315.

3 semester hours. Prerequisite: HIST 161 or consent of department chair. Offered as needed.

POL 317: Politics and Society

Relationships of power and authority and their social foundations are studied, particularly pluralism, elites, changing patterns of political economy, and the ideological attempts used to justify these relationships. Students cannot receive credit for both Political Science 317 and Sociology 317.

3 semester hours. Prerequisite: POL 204 or consent of department chair. Offered spring.

POL 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.

POL 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.

POL 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 301 or consent of department chair. Offered as needed.

POL 331: Courts and Public Policy

Focus is on the role of the United States Supreme Court in policymaking. Through case analysis, attention is given to the impact of judicial policymaking on the presidency, federal politics, intergovernmental relations, taxing, and other selected public policy areas.

4 semester hours. Prerequisite: one 200-level political science course, preferably POL 202. Offered fall.

POL 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 202. Offered fall and spring.

POL 335: Jurisprudence and the American Judicial Process

The nature of law is examined through the analysis of selected theories of jurisprudence, and attention is given to judicial organization and process, judicial administration and politics, and judicial behavior at both the state and national levels.

3 semester hours. Prerequisite: one 200-level political science course. Offered as needed.

POL 336: State and Society in the Third World

The origins of preindustrial non-Western states are examined as issues of power, class, statecraft, and empire. The creation of modern nation-states by Western colonization in Africa, Asia, and Latin America (the "Third World") is analyzed along with contemporary politics. Students cannot re-

ceive credit for both Political Science 336 and Anthropology 336.

3 semester hours. Prerequisite: any 200-level anthropology or political science course, or consent of department chair. Offered as needed.

POL 337: Urban Political Geography

Geographic and political analyses are used to study the growth of cities. Consideration is given to different explanations of the role of cities on local, national, and world scales. Students cannot receive credit for both Geography 337 and Political Science 337.
3 semester hours. Prerequisite: any 200-level geography or political science course or consent of department chair. Offered as needed.

POL 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 203 or consent of department chair. Offered as needed.

POL 342: The Politics of Global Economic Change

Fundamental changes in world politics and the international economy in recent years are examined. Topics include the integration of Western Europe, the rise of newly industrialized countries in Asia, and the collapse of Communism in Eastern Europe.
3 semester hours. Prerequisite: POL 202, 203, 204. Offered every third semester.

POL 343: The Politics of Western Democracies

In-depth comparative analysis is given to the political structures, processes, and politics of the principal West European and Anglo-American postindustrial societies.
4 semester hours. Prerequisite: one 200-level political science course. Offered as needed.

POL 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 203. Offered as needed.

POL 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.

3 semester hours. Prerequisite: POL 301 or consent of department chair. Offered fall.

POL 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 202 or consent of department chair. Offered fall of election year.

POL 355: Policy Formation Process

Public policy formulation, from input to output, by the major institutions of government is stressed, with particular attention given to the internal processes and interactions of legislatures and executives.

4 semester hours. Prerequisite: POL 202 or consent of department chair. Offered fall.

POL 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 202 or consent of department chair. Offered spring.

POL 357: The American Presidency

The constitutional and institutional evolution of the presidency is studied, with attention given to the demands and resources of the office and the characteristics of the leaders who serve. Students cannot receive credit for both History 332 and Political Science 357.

3 semester hours. Prerequisite: any 200-level history or political science course, or consent of department chair. Offered as needed.

POL 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 Congress and assess its structure, the behavior of its members, and its role in American politics.

3 semester hours. Prerequisite: POL 202 or consent of department chair. Offered every third semester.

POL 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 202 or consent of instructor. Offered as needed.

POL 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.

POL 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.

POL 381: Workshop in Public Service

Selected topics are investigated in various formats.
1-4 semester hours. Prerequisite: varies. Offered summer.

POL 390: Independent Research in Political Science

This course provides individual students with an opportunity to select and under-

take concentrated research under the supervision of a faculty advisor.

4 semester hours. Prerequisite: consent of department chair, instructor with whom student wishes to work, and the dean of the Faculty of Arts and Sciences. Offered fall, spring, summer.

POL 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.

POL 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.

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

Associate Professors: *Coon, Gelson, Jazyn (chair), Taylor*

Assistant Professors: *Castelluci, Puker*

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.

PORT 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. Offered fall.

PORT 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: PORT 101 or one year of secondary school Portuguese, or consent of department chair. Offered spring and summer.

PORT 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. Gen. Ed. Category SB. Prerequisite: PORT 102 or three years of secondary school Portuguese or a score of 500-549 on the CEEB Achievement Test in Portuguese. Offered fall.

PORT 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: PORT 113 or equivalent, or consent of department chair. Offered spring.

PORT 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: PORT 114 or equivalent, or consent of department chair. Offered fall.

PORT 202: Composition and Conversation

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

4 semester hours. Prerequisite: PORT 114 or equivalent, or consent of department chair. Offered spring.

PORT 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.

PORT 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.

PORT 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.

PORT 302: Survey of Portuguese Literature II

A continuation of Portuguese 301.

3 semester hours. Offered as needed.

PORT 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.

PORT 312: Survey of Brazilian Literature II

This course is a continuation of Portuguese 311.

3 semester hours. Offered as needed.

PORT 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 admission committees of individual law schools as they see fit. (See Law School Admission Services' *LSAT/LSAT 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.

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 their major and overall course work.

Early in their undergraduate programs, those interested in law school should discuss with the College's pre-law advisor the particulars of taking the LSAT and law school application procedures and strategies.

Pre-Medical, Pre-Dental, Pre-Veterinary, Pre-Optometry Preparation

Elaine Magyar
Pre-Medical, Pre-Dental, and Pre-Optometry Advisor

Elythe 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)

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; Psychology 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)
Psychology 110 (3)

General Education or Elective (3-4)
(Total semester hours: 14-15)

Third Semester

Biology 231 (4)
Physics 101 (4)
Psychology 251 (4)
General Education or Elective (3-4)
(Total semester hours: 15-16)

Fourth Semester

Biology 335 (4)
Physics 102 (4)
Psychology 354 (4)
General Education or Elective (3-4)
(Total semester hours: 15-16)

*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 General Education 2000, 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. Rhode Island College General Education 2000.
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: DeLucia, Fingert, Hansen, Laffey, Lounsbury, Malley, McGoskey, Montello, Randall (hon), Rollins, J. Rubovits, P. Rubovits, Sugaman, R. Tropper

Associate Professors: Agatstein, Bianco, Cousins, Goldfeld, Simon, White

Assistant Professor: Chafetz

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 General Education 2000, the Writing Requirement, the College Mathematics 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 (17)

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, 349

C. Psychology 353, 354, 356, 357, 358, 359

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, 346, or 349.

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 165.

Honors Program

Psychology 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 psychology. Details are available from the department chair.

GRADUATE PROGRAM

Advisor: Fredric Agatstein

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 or GRE scores; baccalaureate degree with a minimum grade point average of B (3.0); personal interview; prior course work in research methods and in at least two of the following areas: cognitive psychology, developmental psychology, social psychology, learning, statistics, and personality theory. Also see graduate Admission Procedures/Requirements on page 41.

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 300-, 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

PSYC 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. Offered fall, spring, summer.

PSYC 211: Humanistic Psychology

An introduction is given to humanistic, psychological perspectives on science, humanization, growth and development, attitudes, values, and self-actualization. The works of Maslow, Rogers, Allport, and others are considered. 3 semester hours. Offered as needed.

PSYC 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: PSYC 110 or equivalent. Offered as needed.

PSYC 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. Offered fall and spring.

PSYC 217: Drug Use and Personal Decision Making

This drug-education course presents a review of psychoactive drugs and their gen-

eral 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.

PSYC 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: PSYC 110 or equivalent. Offered fall, spring, summer.

PSYC 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: PSYC 110 or equivalent. Offered fall, spring, summer.

PSYC 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: PSYC 110 or equivalent. Offered fall, spring, summer.

PSYC 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: PSYC 221 or equivalent. Offered fall, spring, summer.

PSYC 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: PSYC 221 and 230 or equivalents. Offered fall, spring, summer.

PSYC 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: PSYC 221 and 230 or equivalents. Offered fall and spring.

PSYC 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: PSYC 221 and 230 or equivalents. Offered fall and spring.

PSYC 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: PSYC 221 or equivalent. Offered spring.

PSYC 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: PSYC 221 or equivalent. Offered fall or spring.

PSYC 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 phe-

nomena, as well as the implications for human learning, cognition, and memory.

4 semester hours. Prerequisite: PSYC 221 or equivalent. Offered spring.

PSYC 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: PSYC 221 or equivalent. Offered fall.

PSYC 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: PSYC 221 or equivalent. Offered fall and spring.

PSYC 349: Cognitive Psychology

This is an introduction to historical and contemporary views of cognitive functioning with emphasis on current interpretations of a wide range of cognitive phenomena. Information-processing theories and an introduction to physiological bases of cognitive processing are included.

4 semester hours. Prerequisite: PSYC 221 or equivalent. Offered fall or spring.

PSYC 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: PSYC 221 and 231 or equivalents. Offered as needed.

PSYC 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: PSYC 221 and 231 or equivalents. Offered fall and spring.

PSYC 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: PSYC 215 and 221 or equivalents. Offered fall and spring.

PSYC 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: PSYC 215 and 221 or equivalents. Offered as needed.

PSYC 358: Applied Social Psychology

Progressing from an analysis of key issues in the application of social psychological theory and research to social problems, this course focuses on selected social problems and issues and how social psychology has contributed to their solution. Application project required.

4 semester hours. Prerequisite: PSYC 215 and 221 or equivalents. Offered as needed.

PSYC 359: Health Psychology

The psychological influences on how people stay healthy, how they become ill, and how they respond when they become ill are examined. The applications of psychological research and theory to health promotion and improvement of health-care systems are emphasized.

4 semester hours. Prerequisite: PSYC 221 and either PSYC 215 or 231 or equivalent. Offered as needed.

PSYC 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. This course may be repeated for credit with a 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: PSYC 221 and consent of department chair. Offered as needed.

PSYC 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: PSYC 320 and at least one from PSYC 331, 332, 339, 346, or equivalent. Offered as needed.

PSYC 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: PSYC 320 and at least one from PSYC 341, 342, 344, 345, 346, or equivalent. Offered as needed.

PSYC 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: PSYC 320 and at least one from PSYC 346, 355, 354, 356, 357, 358, 359, or equivalent. Offered as needed.

PSYC 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: PSYC 221 or equivalent, six semester hours of 300-level psychology courses, and consent of department chair and dean. Offered as needed.

PSYC 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: PSYC 390 and consent of department chair and dean. Offered as needed.

PSYC 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: PSYC 373 or 374 or 375 and consent of department chair and dean. Offered as needed.

PSYC 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: PSYC 221 or equivalent, six semester hours of 300-level psychology courses, and consent of department chair and dean. Offered as needed.

PSYC 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.

PSYC 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.

PSYC 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.

PSYC 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.

PSYC 410: Drugs and Behavior

Contemporary issues relating to drugs and behavior are introduced. Topics include classification and identification of various drugs, mental and physical effects of the drugs, characteristics of the drug addict, and rehabilitation of drug addicts.
3 semester hours. Prerequisite: graduate status and six semester hours of psychology courses, or consent of department chair. Offered fall, spring, summer.

PSYC 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.

PSYC 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.

PSYC 435: Psychopathology of Childhood and Adolescence

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. (Formerly The Deviant Child.)
3 semester hours. Prerequisite: graduate status and PSYC 331 or 354 or equivalent, or consent of department chair. Offered fall and spring.

PSYC 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 PSYC 230, and 331 or 332 or 339 or equivalent, or consent of department chair. Offered spring.

PSYC 440: Quantitative Methods in Psychological Research

This course deals with the principles and procedures of statistical analyses and interpretation of data in the behavioral sciences.

The content is beyond the level of an introductory course in statistics.
3 semester hours. Prerequisite: graduate status and PSYC 320 or equivalent, or consent of department chair. Offered fall.

PSYC 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 PSYC 440 or equivalent, or consent of department chair. Offered spring.

PSYC 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.

PSYC 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 PSYC 251 and 354 or equivalent, or consent of department chair. Offered fall.

PSYC 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.

PSYC 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 PSYC 456 or equivalent, or consent of department chair. Offered spring.

PSYC 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. This course may be repeated for credit with a change in content.

3 semester hours. Prerequisite: graduate status and six semester hours of psychology courses, or consent of department chair. Offered as needed.

PSYC 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.

PSYC 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 semester hours of psychology courses, PSYC 320 or equivalent, and consent of department chair and dean. Offered as needed.

PSYC 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.

PSYC 523: Theories of Psychological Intervention

This is the basic course in theory and methods of promoting psychological change and behavior modification. It includes a survey of appropriate theories and an introduction to practical resources available for treatment. Appropriate referral and certain specific techniques are included.

3 semester hours. Prerequisite: graduate status and PSYC 354 or equivalent, or consent of department chair. Offered as needed.

PSYC 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 PSYC 354 or equivalent, or consent of department chair. Offered as needed.

PSYC 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 PSYC 354 or equivalent, or consent of department chair. Offered as needed.

Public Administration

Department of Political Science

Professors: Leazes, Jr. (chair), D'Agostini, Stone, Winer

Associate Professors: Hoffmann, Oppenlander, Pirotha, Rickabaugh

Assistant Professor: Weil

Programs of Study

Major: Political Science with concentration in Public Administration (B.A.)

Joint Program: M.P.A. with the University of Rhode Island

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 organizations, (3) the financial setting of public agencies, (4) the personnel practices of public agencies, (5) the legal environment for public administrators, (6) the use and role of management and information technology in the public sector.

The concentration in public administration consists of 35 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)

Public Administration 325; Computer Information Systems 251 (or Public Administration 358 or Social Science 102); Political Science 202, 301, 328, 330 (or 331), 352

*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, 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, in partnership with the University of Rhode Island, offers the M.P.A. degree. 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.

cation. Specialized concentrations are available in budgeting and finance, and personnel administration. Requests for additional program information should be made to the director of the M.P.A. program.

Note: M.P.A. students may receive permission to take the following courses as electives: Administration 318, 532, 534, 536, 555, 574.

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 advisement 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

PBAD 325: Politics of Public Management: Budgeting and Personnel Administration

Emphasis is placed on the central role of public budgets in policy formation and on the search for balance among a representative public work force, neutral competence, and political responsiveness. Techniques of public budgeting and personnel administration are presented.

4 semester hours. Prerequisite: POL 301 or consent of department chair. Offered spring.

PBAD 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 301 and preceding or concurrent enrollment in PBAD 325. Offered spring.

Radiologic Technology

Keuneth 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 (CCRI), 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 CCRI 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 General Education 2000, the Rhode Island College Writing Requirement, the College Mathematics Requirement, and the residency requirement.

(Semester hours are in parentheses.)

*Required Courses (41)

Biology 101, 102, 231, 335, 347; Chemistry 103-104, 309; Physics 101-102; Secondary Education 314 or Management 301

*Concentration (6-7)

Select A or B.

A. Secondary Education;

Two courses from the following: Instructional Technology 304; Secondary Education 431, 432

B. Management;

Two courses from Accounting 206; Management 320, 322.

Suggested Sequence

First Semester

Biology 101 (4)

Chemistry 103 (4)

Management 301 or Secondary Education 314 (1)

(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)

(Total semester hours: 7)

COURSE OFFERINGS

See participating departments.

Secondary Education

Department of Educational Studies,
Professors: *Bieden, Buci, Bzowski, Eanet, Holland, McClintock, Mitchell, Nelson, Pansky (chair), A. Smith, Stone, Turley*
Associate Professors: *Bell, Jr., Davis, Goodson, McCrystal, McSweeney, Reyes, N. Sullivan, Taylor, Tiskus*
Assistant Professors: *Bigler, Czerwysk, Gomez, Poole, C. Williams*

Programs of Study

Majors: See Majors below (B.A., B.S.)
Teaching Concentration: Special Education
Other Programs: Bilingual-Bicultural Education (Specialization)
Candidate Programs: Bilingual-Bicultural Education (M.Ed.); Secondary Education with concentration in Biology, Chemistry, English, French, General Science, History, Mathematics, Physics, or Spanish (M.A.T., M.Ed.); Teaching English as a Second Language (M.A.T., M.Ed.)
Certification Program: Rhode Island Teacher Education (RITE) Program in Biology, Chemistry, English, French, General Science, History, Mathematics, Physics, Social Studies, or Spanish

UNDERGRADUATE PROGRAMS

Secondary Education Program

The secondary education program requires the completion of 120 semester hours, including General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the requirements listed below. The Feinstein School of Education and Human Development requires all undergraduate students to participate in a community service experience. This requirement may be completed on an individual basis or through one or more of the required courses in the undergraduate program.

The secondary education program is supported by a strong advising system. Students should declare this program choice early in

their college careers at the Department of Educational Studies, where they will be directed to a program advisor in the major field. Students are required to meet with their program advisor to select appropriate General Education 2000 courses.

(Semester hours are in parentheses.)

*Major (32-86)

See Majors following Admission and Retention.

*Professional Courses (33)

Secondary Education 305, 310, 321, 322, Counseling and Educational Psychology 215; Foundations of Education 340, 345; Special Education 333

Sequence for Professional Courses

The order in which the professional courses are taken is given below.

Fourth or Fifth Semester

Counseling and Educational Psychology 215

Sixth Semester

Secondary Education 305
Foundations of Education 340

Seventh Semester

Secondary Education 310 (Practicum)
Foundations of Education 345

Special Education 333

Eighth Semester

Secondary Education 321 (Student Teaching)

Secondary Education 322 (Student Teaching Seminar)

Admission and Retention

Secondary education students must apply to the Feinstein 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 Feinstein School of Education and Human Development (see page 75).

Secondary education students must also meet additional requirements for semester hours, grade point averages, documentation of work with youth, and course work in their major. All programs in the Feinstein School of Education and Human Development require a minimum grade point average of 2.50.

Majors

Undergraduates planning to teach in the secondary schools (grades 7-12 or K-12) major in one of the following:

Anthropology (See under Social Studies Program, p. 302)

Art Education (K-12) (See p. 115)

Biology

Career and Technical Education (9-12)

(See p. 125)

Chemistry

English

French

General Science

Geography (See under Social Studies

Program, p. 302)

History

Mathematics

Music Education (K-12) (See p. 254)

Physics

Political Science (See under Social Studies

Program, p. 302)

Social Science (See under Social Studies

Program, p. 302)

Sociology (See under Social Studies

Program, p. 302)

Spanish

Technology Education (K-12) (See p. 343)

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.*

There is no approved secondary education program in economics, psychology, communications, or theater. 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 308, 321, 324, 329, 348, 353, 354. Students are urged to take Biology 348.

*Cogates (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

*Cogates (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 (16-39)

English 201, 202, 212, 336, 360
One course from English 207, 301, 302
One course from English 205, 344, 347, 348, 357, 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

*Cogates (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, 221, 222, 230, 300, 320, 360

At least two 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 addi-

tional French courses at the 200-level or above.

Major in General Science

•Required Courses (48-51)
 Biology 101, 102; Chemistry 103-104; Physical Science 320, 357; Physics 101-102 (or Physics 209 and either 201 or 202)
 Two courses 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

•Required Courses (32)

History 200, 201, 202, 362

One course each from A, B, C, and D.

A. U.S. History:

History 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334

B. Western History I:

History 300, 301, 302, 303, 304, 305, 306, 307, 312, 313, 352

C. Western History II:

History 308, 309, 310, 311, 313, 353, 356

D. Non-Western History:

History 340, 341, 342, 343, 344, 345, 346, 347, 348, 349

Two additional courses from one of the following areas: U.S., Western (I or II), or non-Western history

To be certified to teach history in the secondary schools of Rhode Island, students must also complete seven of the certification courses listed below. If students complete the certification courses, they may also be eligible for Rhode Island endorsement to teach social studies, economics, geography, and political science. Students also may be eligible for endorsement to teach anthropology and/or sociology if they take two of the designated anthropology courses (see below) and/or two of the designated sociology courses (see below). Only one course in these disciplines is required if en-

dorsement in these disciplines is not sought.

Two courses each from A, B, and C, and one course from D.

A. Economics 214, 215

B. Geography 300 and one course from Geography 201, * 308, 312, 320, 337

C. Political Science 202* and one course from Political Science 208, * 337, 357, 358

D. Anthropology 201, * 205, * Sociology 200, * 202, * 208*

*Fulfills the requirement for the Social and Behavioral Sciences Category of General Education 2000.

Note: The introductory social sciences courses are prerequisites for Secondary Education 310.

Major in Mathematics

•Required Courses (33)

Mathematics 212, 213, 300, 314, 315, 318 (or 336), 324, 333, 341, 358

•Cognates (13)

Computer Science 201; Computer Science 203 (or Computer Information Systems 251); Mathematics 240; Physics 200

Major in Physics

•Required Courses (41)

Physics 200, 201, 202, 300, 301, 303, 307, 312, 313, 391; Physical Science 212, 320, 357

•Cognates (33)

Biology 101; Chemistry 103-104; Mathematics 212, 213, 240, 314, 316; one computer science course

Social Studies Program (Major in Anthropology, Geography, Political Science, Social Science, or Sociology)

Students who complete a major in one of the social sciences (anthropology, geography, political science, social science, sociology) and the professional sequence in secondary education are eligible for Rhode Island certification to teach social studies and Rhode Island certification to teach history if they complete a minimum of 24 semester hours in history and the Social Studies Component below. Students may be eligible for additional subsequent endorsements to teach in any social science

discipline (anthropology, economics, geography, political science, sociology) if they complete two courses in each social science discipline for which endorsement is sought.

Students who have completed majors in any of the social science disciplines must still complete the necessary course work to meet certification requirements to be eligible for certification in social studies. The minimum of 24 semester hours in history needed for certification must include:

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. European History:

History 308, 309, 310, 311, 313, 314, 356, 357

C. Non-Western History:

History 340, 341, 342, 343, 344, 345, 346, 347, 348, 349

Students majoring in any of the social sciences who plan to seek Rhode Island social studies certification should consult an advisor in their respective major departments for advice in the selection of courses to ensure that certification requirements are satisfied. These students are strongly advised to complete course work on African-Americans, Native peoples, and at least two different non-Western cultures to add breadth to their preparation.

Social Studies Component

•Required Courses (21-22)

Economics: Economics 214

Geography: Geography 300

Political Science: Political Science 202* and one course from Political Science 208, 337 (or Geography 337), 357, 358

One course each from A, B, and C.

A. Race:

African/Afro-American Studies 200, * Anthropology 205, * History 334, Sociology 208*

B. Culture and Society:

Anthropology 201, * Economics 215;

Geography 201, * Sociology 200*

C. Gender, Ethnicity, Class:

Anthropology 301, 324, 336 (or Political Science 336), 361 (or Secondary Educa-

tion 361 or Social Science 361); History 314, 330, 333; Political Science 309; Social Science 318; Sociology 312, 317 (or Political Science 317); or an appropriate 300-level course approved by the student's major advisor and department chair

Major (Anthropology, Geography, Political Science, Social Science, or Sociology)

In addition to the history requirements and the Social Studies Component, students must complete the requirements of one of the following majors:

•Anthropology (32)

Required Courses: Anthropology 201, * 202* (or 207*), 203†; Geography 300; History 200 or an approved social science methods course

Electives: one course from Anthropology 318-327; one course from Anthropology 311-314, 318-327; one course from Social Studies Component A; one course from Social Studies Component C

Seminar: History 362

•Geography (32)

Required Courses: Geography 204, * 205, † 309, 306; History 200 or an approved social science methods course

Electives: Geography 337 or Political Science 337; one course from Social Studies Component C; one 300-level history course; one course from History 325-334

Seminar: History 362

•Political Science (32)

Required Courses: Political Science 202, * 203, * 208; History 200 or an approved social science methods course

Electives: one course from Social Studies Component C; one U.S. history course; two additional 300-level political science courses

Seminar: History 362

•Social Science (44-45)

Required Courses: Anthropology 201, * Economics 214, Geography 300; History 200 (or an approved social science methods course); Political Science 202*

Electives: one course from African/Afro-American Studies 200, * Anthropology 205, History 334, Sociology 208, * one course from Anthropology 311-327, Social Science 310, 311, 312; one course from Political

cal Science 341, 342, 343; one course from Anthropology 301, 324, 336 (or Political Science 336), Political Science 309, Sociology 312, 317 (or Political Science 317); one course from Political Science 203, 208, 337 (or Geography 337); one course from History 308, 309, 310, 356.

Interdisciplinary Course: Anthropology 361 (or Secondary Education 361 or Social Science 361) or Social Science 318

Seminar: History 362

Sociology (30-32)

Required Courses: Sociology 200,* 208,* 301; History 200 or an approved social science methods course

Electives: one course from Social Studies Component C; one US history course; two additional 300-level sociology courses
Seminar: History 362

*Fulfills requirement in Social and Behavioral Science category of the General Education 2000 Program.

†Fulfills requirement in Science/Mathematics category of the General Education 2000 Program.

Note: Introductory social science courses are prerequisite to Secondary Education 310.

See Middle School Endorsement (below).

Major in Spanish

Required Courses (32)

Spanish 201,* 202,* 221, 222, 230, 231, 300, 320, 360

At least one Spanish course 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.

Specialization in Bilingual-Bicultural Education

See Bilingual-Bicultural Education.

Middle School Endorsement

If a secondary education student wishes middle school endorsement, two additional courses are required: a child psychology course (Psychology 400 or Counseling and Educational Psychology 445), and one of the following: a course in methods of teaching reading (Elementary Education 401), or a middle school curriculum course (Curriculum 420), or a course in methods of teaching a subject area. These two courses may be taken prior to student teaching with the permission of the department chair and the dean of graduate studies.

GRADUATE PROGRAMS

Rhode Island Teacher Education (RITE) Program

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 and are eligible for certification. Course work principally includes the sequence of teacher education courses prescribed in the undergraduate secondary teacher education program; however, 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 chair of the educational studies department. The RITE program is administered by the Rhode Island College Department of Educational Studies through the Feinstein 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.

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 41.

(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 graduate-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 (0)

(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 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

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 41:

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 215 or equivalent with a minimum grade of C.
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 eligible for Rhode Island teacher certification or its equivalent.

(Semester hours are in parentheses.)

Program Requirements

•Required Courses (33)
Secondary Education 305, 310,* 321, 322; Counseling and Educational Psychology 215; Foundations of Education 340, 345; Special Education 333

In addition, depending on the student's background, subject-matter area courses may be required.

*Each major or concentration has specific entrance requirements for Secondary Education 310; Practicum in Secondary Education, including minimum grade point averages, both overall and in major courses, and the completion of specified courses in the major.

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 41.

(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

SED 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 215. Offered fall and spring.*

SED 310: Practicum in Secondary Education

Students study principles, methods, and curriculum in their teaching area, including global perspectives and health issues. Students prepare and deliver lessons and work

with individual students, small groups, and classes in secondary schools. At least one multicultural site is used.

3 semester hours. Prerequisite: SED 305 and 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.

SED 321: Student Teaching in the Secondary School

Students teach for five full days a week in a middle, junior, or senior high school under the supervision of a cooperating teacher and a College supervisor. The student assumes increasing responsibility for instruction and for extra-class activities.

5 or 9 semester hours. Prerequisite: satisfactory completion of all major and professional courses required prior to student teaching; concurrent enrollment in SED 322; and cumulative GPA of 2.50 a full semester prior to student teaching. Offered fall and spring.

SED 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 SED 321. Offered fall and spring.

SED 361: Latinos in the United States

Students are introduced to the experiences and perspectives of Latinos in the United States. The voices of Latino communities are examined in personal narratives, literature, film, art, and through research projects, and participant observation in local settings. Students cannot receive credit for the equivalent courses: Anthropology 361, Secondary Education 361, and Social Science 361.

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

SED 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.

SED 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 or concurrent enrollment in CEP 441 with consent of advisor. Offered fall and spring.

SED 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.

SED 410: Practicum in Secondary Education

Students study principles, methods, and curriculum in their teaching area, including exceptional students, global perspectives, and health issues. Students prepare and deliver lessons and work with individual students, small groups, and classes in secondary schools. At least one multicultural site is used.

5 semester hours. Prerequisite: SED 405 and admission to a secondary education graduate program. The graduate student is advised to consult the chair of the Department of Educational Studies. Offered fall.

SED 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: SED 411 or consent of program coordinator. Offered as needed.

SED 421: Student Teaching in the Secondary School

Students teach for five full days a week in a middle, junior, or senior high school under the supervision of a cooperating teacher and a College supervisor. The student assumes increasing responsibility for instruction and for extra-class activities. A graduate project is required.

5 or 9 semester hours. Prerequisite: admission to a secondary education graduate program; concurrent enrollment in SED 422; successful completion of all courses in the Foundations, Academic Disciplines, and Professional Education Components required prior to student teaching. Offered fall and spring.

SED 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.

2 semester hours. Prerequisite: concurrent enrollment in SED 421. Offered fall and spring.

SED 427: Foreign Languages in the Schools

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.*

SED 429: Mathematics in the Secondary Schools

Aspects directly concerned with the actual teaching of mathematics are emphasized. Particular attention is paid to recent curricular 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.

SED 431: Models of Instruction

Students examine and practice a variety of theory-based models. Reading and discussion puts the instructional models in the context of contemporary secondary school issues and reform efforts. Adapting model-based instruction to diverse learners and evaluating results are emphasized.

3 semester hours. Offered spring.

SED 432: Concepts in Instructional Design

Concentration is on the development of the skills necessary for instructional design and evaluation process. Consideration is given to the selection of instructional materials, development of lesson strategies, and implementation of instruction.

3 semester hours. Prerequisite: SED 431 or consent of department chair. Offered as needed.

SED 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.

SED 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.

SED 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.

SED 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.

SED 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.

SED 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.

SED 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.

SED 460: Seminar in Education

Topics and prerequisites vary.

3 semester hours. Offered as needed.

SED 461: Latinos in the United States

Students examine recent scholarship on Latinos in the United States and undertake graduate-level research projects, including those related to education and curricular materials or social and institutional settings. Latino narratives, literature, film, and art productions are central to the course. Students cannot receive credit for the equivalent courses: Anthropology 461, Secondary Education 461, and Social Science 461.

3 semester hours. Prerequisite: graduate status and any 300-level social or behavioral science course, or consent of department chair.

SED 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.

SED 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

Milburn Stone

Director

Programs of Study

Teacher Education Program: Social Science (B.A.)

UNDERGRADUATE PROGRAM

Students who are currently enrolled in the Bachelor of Arts program in social science will be able to complete the program since all courses or equivalents will remain intact.

Teacher Education Program

Students who major in one of the social sciences (anthropology, geography, political science, sociology), or the secondary education interdisciplinary major in social science, may pursue a secondary education teacher preparation program. See Secondary Education on page 300 for a description of the social studies program.

COURSE OFFERINGS

The following courses are taught by members of the Departments of Anthropology and Geography, Economics and Management, History, Political Science, and Sociology.

SSCI 102: Introduction to Computer Use in the Social Sciences

This introduction to the applications of computer technology in the social sciences includes word processing, data storage, management, and analysis. Familiarity with main frame and microcomputers is developed, while exploring critical issues in the social sciences.

3 semester hours. Offered as needed.

SSCI 162: Individual and Society in Non-Western Worlds

Examined are the heritage, values, perceptions, and actions of individuals and social groups in non-Western contexts (cultures, nations, and civilizations) from the perspective of one or more social sciences disciplines. Sections include: Japan.

4 semester hours. Gen. Ed. Core 3. Offered fall, spring, summer.

SSCI 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 a social science. Offered as needed.

SSCI 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 a social science. Offered as needed.

SSCI 312: The Middle East

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 a social science. Offered as needed.

SSCI 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 a social science. Offered as needed.

SSCI 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.

SSCI 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.

SSCI 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.

SSCI 361: Latinos in the United States

Students are introduced to the experiences and perspectives of Latinos in the United States. The voices of Latino communities are examined in personal narratives, literature, film, art, and through research projects, and participant observation in local settings. Students cannot receive credit for the equivalent courses: Anthropology 361, Secondary Education 361, and Social Science 361.

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

SSCI 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.

SSCI 461: Latinos in the United States

Students examine recent scholarship on Latinos in the United States and undertake graduate-level research projects, including those related to education and curricular materials or social and institutional settings. Latino narratives, literature, film, and art productions are central to the course. Students cannot receive credit for the equivalent courses: Anthropology 461, Secondary Education 461, and Social Science 461.

3 semester hours. Prerequisite: graduate status and any 100-level social or behavioral science course; or consent of department chair.

Social Work

School of Social Work

Graduate Faculty
Professors: *Bowley, Gevirtz, Metry (dean), Olen, Reamer, Seigel*

Associate Professor: Evans (chair, M.S.W. Department)

Assistant Professors: Casan, Ghindia, Mason

Undergraduate Faculty

Professors: *Oliver, Weisman*

Associate Professor: Bates

Assistant Professors: Kopfler, Mueller (chair, B.S.W. Department)

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 General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below.

(Semester hours are in parentheses.)

•Required Courses (18)
Social Work 240, 302, 320, 324, 325, 326, 327, 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 324

Psychology 230

Fourth Semester

Social Work 302, 325

Fifth Semester

Social Work 320, 326

Sixth Semester

Social Work 327

*Seventh Semester**

Social Work 329, 336, 363

*Eighth Semester**

Social Work 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. Students must enroll in Social Work 326, completing all course prerequisites.
2. Students must complete the departmental application form during the first se-

master of their junior year, before enrolling in Social Work 327.

- Students must maintain a minimum grade point average of 2.0 at the College level and a minimum grade point average of 2.67 in 300-level social work courses.

Transfer students must also comply with these requirements.

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 must meet the following requirements for retention in the social work major:

- Students must maintain a minimum grade point average of 2.0 at the College level and a minimum grade point average of 2.67 in all 300-level social work courses. No student will be allowed to enter a senior year field placement (Social Work 336) if her/his grade point average falls below these standards.
- Students who receive an F in any required social work course or a C- or less in any two required social work courses will be dismissed from the major. A copy of the Bachelor of Social Work Academic Standing Policy, including appeal procedures, is distributed to students in the department.

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 experience 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 60-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 impede 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. Students also must choose a clinical track or the administration track. It is possible for students to have a dual track. Students choosing this option must use two of their three electives to fulfill the requirements for one of the tracks. In addition, students must have both clinical and administrative activities as part of their second-year field placement.

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 511, 516, 517, or 518 (3)

Social Work 540 (2)

Restricted elective (3)

Elective (3)

(Total semester hours: 15)

Fourth Semester

Social Work 501 (4)

Social Work 510, 526, 527, or 528 (3)

Social Work 521 or 522 (3)

Social Work 541 (2)

Elective (3)

(Total semester hours: 15)

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, or sexual orientation/preference.

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.)

- Baccalaureate degree from a regionally accredited institution of higher education.
- 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 course work in the human biological sciences, social sciences, humanities, and mathematics. Specifically, an applicant is required to have:
 - A minimum grade point average of 3.0 on a 4.0 scale in undergraduate work.
 - At least 15 semester hours drawn from course work in psychology, sociology, anthropology, economics, and political science; and
 - Course work in human biology.
- Evidence of a combination of personal qualities which are considered essential to professional social work practice, such

as responsiveness and sensitivity in relationships, commitment to improving social conditions, and the ability to function both independently and collectively with others.

- 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:

- Completed application form and \$25 application fee. Application forms should be accompanied by a nonrefundable application fee of \$25, payable to Rhode Island College.
- 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.
- Three letters of recommendation. Three letters of recommendation are required; more may be provided if the applicant wishes. Applicants must provide references with the proper guidelines for completing letters of recommendation. (Guidelines are included with the application.) Advanced standing applicants must submit a fourth reference on a form included with the M.S.W. application package.
- 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 Details

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 Advancement

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

All students must have a minimum grade point average of 3.0 at the end of the first

year and an evaluation of Satisfactory or better in field education. Students who do not have the minimum 3.0 may not continue in the program. 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-years full-time post-B.A./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 (1)
Social Work 432 (4)

Second Semester

Social Work 400 (3)
Social Work 422 (2)
Social Work 437 (4)

Third Semester

Social Work 401*
Social Work 412 (3)
Social Work 441 (2)

Fourth Semester

Social Work 401 (3)
Social Work 436 (3)
Social Work 442 (2)

Fifth Semester

Social Work 500*
Social Work 510, 516, 517, or 518 (1)
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 540 (2)
Elective (3)

Eighth Semester

Social Work 501 (4)
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. If courses were taken as a nonmatriculated student, it will be necessary to take additional electives in order to have two courses and field each semester in the structured part-time program.

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 accom-

plished 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 (1998-99)

Tuition (Full Time): \$4,500 per year (in-state students); \$6,850 per year (out-of-state students).

Tuition (Part Time): \$158 per semester hour (in-state students); \$320 per semester hour (out-of-state students).

Registration Fee: \$37 per semester.

Revocation Fee: \$90 per year (full time); \$4 per semester hour (part time).

Library Fee: \$80 per year (full time); \$4 per semester hour (part time).

Technology Fee: \$50 per year (full time); \$3 per semester hour (part time).

Fine Arts Fee (Degree Candidates Only): \$20 per semester (full time); \$8 per semester (part time).

Application Fee: \$25.

Information on other expenses is available from the Bursar's Office.

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

Financial Aid

Certain programs for financial aid are available. Further information may be obtained by writing the Office of Student Financial Aid and by consulting Graduate Financial Aid on page 50.

COURSE OFFERINGS

The prerequisite for all social work courses at the graduate level (400- and 500-level) is acceptance into the M.S.W. program.

SWRK 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.

SWRK 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 formulations, research design, single-subject research, sampling, measurement, data collection, ethical issues, and report writing.

3 semester hours. Prerequisite: SWRK 240, PSYC 215, and any 200-level sociology course. Offered fall and spring.

SWRK 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: SWRK 240, ECON 200, POL 202, or consent of department chair. Offered fall and spring.

SWRK 321: Social Work Practice and the Law

Students become familiar with the structure of the legal system and the expecta-

tions of social workers in various legal arenas. Special emphasis is given to examining legal issues and reading case law involving the elderly person 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 SWRK 336 or 337, or consent of instructor. Offered fall and spring.

SWRK 324: Human Behavior in the Social Environment: Individual, Family, and Small Group

A wide range of interactions between individuals and other social systems are examined, emphasizing the impact of societal institutions on individual development, functioning, and values. The impact of social inequality on life cycles and family life cycles is highlighted.

3 semester hours. Prerequisite: SWRK 240, BIOL 103, PSYC 215, 230, or consent of department chair. Offered fall and spring.

SWRK 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: SWRK 240, ECON 200, POL 202, or consent of department chair. Offered fall and spring.

SWRK 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: SWRK 240 and prior or concurrent enrollment in SWRK 324 and 325. Offered fall.

SWRK 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, SWRK 326, and prior or concurrent volunteer experience in a social agency. Offered spring.

SWRK 329: Advanced Generalist Social Work Practice

The process of planned social change with all systems is reviewed and expanded in coordination with concurrent experiences. Focus is on the application of theoretical perspectives to concrete practice situations within the context of generalist social work practice. (Formerly Social Work Practice: Individuals, Families, and Small Groups.)

3 semester hours. Prerequisite: SWRK 302, 320, 327, and concurrent enrollment in SWRK 336 and 363. Offered fall.

SWRK 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 enrollment in SWRK 336 or 337, or consent of department chair. Offered as needed.

SWRK 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 SWRK 336 or 337, or consent of department chair. Offered as needed.

SWRK 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: SWRK 327, SOC 302, preceding or concurrent enrollment in SWRK 320, and concurrent enrollment in SWRK 329 and 363. Open only to social work majors. Offered fall.

SWRK 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: SWRK 329, 336, 363, and concurrent enrollment in SWRK 364. Open only to social work majors. Offered spring.

SWRK 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 SWRK 336 or 337, or consent of department chair. Offered as needed.

SWRK 362: Field Work Seminar

Students discuss the theoretical and practice implications of their experiences in field work, assessing the varied roles that a generalist may play within the social work profession. Integration of theory and practice is emphasized.

3 semester hours. Prerequisite: SWRK 302, 320, 327, and concurrent enrollment in SWRK 329 and 336. Offered fall.

SWRK 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.

3 semester hours. Prerequisite: SWRK 320, 329, 336, 363, and concurrent enrollment in SWRK 337. Offered spring.

SWRK 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.

SWRK 400: Field Education and Seminar I

Students engage in social work practice under approved social work supervision in a selected public or private nonprofit agency. Students formulate a specific learning contract under the direction of a faculty advisor and attend a once-per-month field seminar. Grading is S or U. (Formerly Field Instruction I.)

16½ semester hours. Prerequisite: acceptance into the M.S.W. program and concurrent enrollment in SWRK 432. Offered fall.

SWRK 401: Field Education and Seminar II

This course is a continuation of Social Work 400. Grading is S or U. (Formerly Field Instruction II.)

16½ semester hours. Prerequisite: SWRK 400 and concurrent enrollment in SWRK 436. Offered spring.

SWRK 412: Approaches for Social Policy Analysis

Political, economic, sociological, and ideological forces as reflected in social welfare institutions and the social work profession are examined. Models of policy analysis and program evaluation are discussed, with emphasis on the skills necessary for influencing policy development.

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. Prerequisite: acceptance into the M.S.W. program. Offered fall and spring.

SWRK 420: Human Behavior, Diversity, and Oppression I

Knowledge about human behavior relevant to social work practice is examined. Focus is on 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.

SWRK 422: Human Behavior, Diversity, and Oppression II

This is a continuation of Social Work 420. Focus is on deviance, psychopathology, community and organizational theory, and ethical and value issues in social work. Special emphasis is placed on cultural diversity, discrimination, and the needs of minorities. (Formerly Human Behavior in Social Environment II.)

3 semester hours. Prerequisite: SWRK 420. Offered spring.

SWRK 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 practice skills. (Formerly Social Work Practice I.)

4 semester hours. Prerequisite: concurrent enrollment in SWRK 400. Offered fall.

SWRK 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: SWRK 420 or consent of department chair. Offered as needed.

SWRK 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: SWRK 420 or consent of department chair. Offered as needed.

SWRK 436: Models and Methods of Social Work Organizing

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: SWRK 412, 420, 432, 441, and concurrent enrollment in SWRK 401. Offered spring.

SWRK 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: SWRK 400, 412, 420, 432, 441, and concurrent enrollment in SWRK 401. Offered spring.

SWRK 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: SWRK 420 or consent of department chair. Offered spring.

SWRK 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.

SWRK 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: SWRK 441. Offered spring.

SWRK 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: SWRK 420 or consent of department chair. Offered as needed.

SWRK 500: Field Education and Seminar III

This course is a continuation of Social Work 401. In this second year of field placement focus is on the advanced method(s) and concentration chosen by student. Grading is S or U. (Formerly Field Instruction III.)
(20) 4 semester hours. Prerequisite: second-year standing in the M.S.W. program and concurrent enrollment in SWRK 516, 517, or 518; and/or SWRK 511. Offered fall.

SWRK 501: Field Education and Seminar IV

This course is a continuation of Social Work 500. Grading is S or U. (Formerly Field Instruction IV.)
(20) 4 semester hours. Prerequisite: SWRK 500 and concurrent enrollment in SWRK 526, 527, or 528; and/or SWRK 510. Offered spring.

SWRK 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.

SWRK 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.

SWRK 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.

SWRK 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. 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.

SWRK 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.

SWRK 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.

SWRK 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 SWRK 412. Offered spring.

SWRK 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 SWRK 412. Offered spring.

SWRK 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.

SWRK 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 SWRK 516. Offered spring.

SWRK 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 SWRK 517. Offered spring.

SWRK 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 SWRK 518. Offered fall.

SWRK 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.

SWRK 531: Advanced Social Work Practice with Groups

Students are provided with conceptual and theoretical knowledge regarding the development of group work as well as the development of preceptual 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.

SWRK 535: Social Work Practice with Trauma Clients

Students are provided a theoretical and experiential basis in dealing with various treatment modalities. Commonalities and differences are explored in the experiences of various traumatized populations. A multimodal 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.

SWRK 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.

SWRK 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: SWRK 540. Offered spring.

SWRK 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, Filmon, Jackson, Ramsey (chair), J. Roche

Associate Professors: Liu, Niklar

Assistant Professors: Blank, Enns

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 General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below.

(Semester hours are in parentheses.)

•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

•Cognitive (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 Programs

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 165. Students who major in sociology may become eligible for Rhode Island certification to teach social studies by completing the requirements for the major as specified by the Department of Sociology, the professional sequence in secondary education, selected courses in history, and other courses in the social sciences. See Secondary Education on page 300 for a description of the social studies program.

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**SOC 161: Social Control in the People's Republic of China**

Students consider how Chinese culture and historical traditions shape the characteristics of modern Chinese social organization, the forms of social control, the Chinese approach to deviance and crime, the legal system, and formal and informal Chinese crime control strategies.

4 semester hours. Gen. Ed. Core 3. Offered as needed.

SOC 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. Offered fall and spring.

SOC 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. Offered fall, spring, summer.

SOC 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. Offered as needed.

SOC 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. Offered fall, spring, summer.

SOC 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. Offered as needed.

SOC 211: Social Problems

Social sources and definitions of selected current societal conditions, such as overpopulation, interest-group politics, racial and sexual exploitation, and substance abuse, are considered.

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

SOC 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. Offered as needed.

SOC 261: Fountain of Age

Students examine personal, artistic, and scientific depictions of aging. Also explored are economic, ethical, and public policy challenges for a growing aged society in the United States and other societies. Analyses of cross-cultural, historical, and gender differences in aging are included.

4 semester hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

SOC 262: The Sociology of Money and Economic Exchange

This critical inquiry into the nature of monetary exchange helps students reflect on one of the most uncritically accepted concepts of everyday life: money.

4 semester hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.

SOC 263: Unequal Sisters: How Race/Ethnicity, Class, Age, and Sexual Orientation Shape Women's Work and Relationships

Focus is on women's work lives and personal relationships. Students analyze women's common experiences and those shaped by membership in groups bound by race/ethnicity, age, social class, and sexual orientation. Sociological, historical, and

cross-cultural perspectives are used.

4 semester hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

SOC 264: Where in the World Is Gender Inequality?

The unequal access of women and men to socially valued resources is explored. Students examine, from a cross-cultural and historical perspective, the organized and private efforts to eradicate inequality, as well as the attempts made by others to re-establish it.

4 semester hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

SOC 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 more important theories from those of Comte to the early Parsons, 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.

SOC 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.

SOC 304: Social Research Methods II

Students develop skill in the preparation, analysis, and interpretation of data. They also gain skill in the use of the computer and other technology in the research process. Lecture and laboratory. Students cannot receive credit for both Political Science 304 and Sociology 304.

15) 4 semester hours. Prerequisite: SOC 302 or POL 300, or consent of department chair. Offered fall and spring.

SOC 305: Contemporary Sociological Theories

This course explores the development of sociological theory in its historical and social contexts since the early work of Parsons. Critical analysis is given to contemporary schools of theory and to representative theorists.

4 semester hours. Prerequisite: SOC 301. Offered fall and spring.

SOC 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.

SOC 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.

SOC 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.

SOC 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.

SOC 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.

SOC 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.

SOC 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.

SOC 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.

SOC 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 concept of the political in the context of today's advanced industrialized societies 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.

SOC 318: Law and Society

This course examines law as a social institution. Attention is given to theories of law; law as it relates to social control and social change; the organization, making, and implementation and impact of law; and the profession and practice of law.

3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 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.

SOC 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.

SOC 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.

SOC 340: Law Enforcement: Theory and Application

This course examines the philosophy, history, and practice of law enforcement. Or-

ganization 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.

SOC 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.

SOC 342: Women, Crime, and Justice

Focus is on women's experiences with crime, justice, and the law. Topics include an overview of American laws that affect women, the impact of social movements on justice for women, women and crime, and women in the criminal justice system.

3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 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 statistics, rights of juveniles, and other current issues.

3 semester hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 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

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.

SOC 345: Victimology

An examination of the extent to which individuals and groups are victimized by crime, the criminal justice system, terrorism, and the abuse of power. Also a national and international comparison is made of groups most likely to be victimized, legislation, 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.

SOC 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.

SOC 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 305. Offered fall and spring.

SOC 390: Independent Study

Focus is on independent readings or an independent research project. 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. Offered as needed.

SOC 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 and consent of department chair. Offered as needed.

SOC 402: The Family and Social Institutions

The major 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.

SOC 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.

SOC 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: SOC 302 or consent of department chair. Offered spring.

Spanish

Department of Modern Languages

Associate Professors: Coon, Gelois,
Jozyn (chair), Taylor

Assistant Professors: Castellani, Parker

Programs of Study

Major: Spanish (B.A.)

Minor: Spanish

Teacher Education Programs: Spanish (B.A.);
RITE, M.A.T., M.Ed. with concentration
in Spanish (See Secondary Education)

UNDERGRADUATE PROGRAMS

Major in Spanish

The full degree program in Spanish requires the completion of at least 120 semester hours, including General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below.

(Semester hours are in parentheses.)

*Required Courses (32)

Spanish 201,* 202,* 221, 222, 230, 231,
320, 360

At least two 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 fewer 200-level Spanish courses (one instead of three for

the major, one instead of two for the minor) and the addition of Spanish 300 (major and minor) and 320 (major only) as required courses. There are additional specialized requirements for teacher preparation. For the description of the teacher education program in elementary education, see page 165. Spanish students pursuing a program in secondary education should see page 300 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.

Study Abroad

Students majoring in Spanish are encouraged to study abroad. Please contact the Department of Modern Languages for information about programs of study.

GRADUATE PROGRAM

Advisor: M.-Frances Taylor

Rhode Island Teacher Education (RITE) Program

Students who already have the equivalent of the Rhode Island College undergraduate major in Spanish may become eligible for Rhode Island certification to teach Spanish in secondary schools by completing the requirements for the RITE Program. See Secondary Education.

Master of Arts in Teaching (Spanish)

Students who already have the equivalent of the Rhode Island College undergraduate major in Spanish may become eligible for Rhode Island certification to teach Spanish in secondary schools by completing the requirements for the M.A.T. See Secondary Education.

Master of Education (Spanish)

Students who are already certified to teach Spanish in Rhode Island secondary schools and who wish to pursue an M.Ed. should complete the requirements for the M.Ed. in secondary education. 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.

SPAN 101: Elementary Spanish I

The basic goals of this course are to develop the ability to understand, speak, read, and write in Spanish, and to gain an understanding of Hispanic 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. Offered fall, spring, summer.

SPAN 102: Elementary Spanish II

Students continue the development of the four skills: listening, speaking, reading, and writing within the context of Hispanic culture. A language laboratory component is required.
4 semester hours. Prerequisite: SPAN 101 or one year of secondary school Spanish, or consent of department chair. Offered spring and summer.

SPAN 110: Review of Basic Spanish

This intensive one-semester course reviews the four skills: listening, speaking, reading, and writing for students continuing their study of Spanish begun in the secondary school. Aspects of culture and civilization are also stressed. A language laboratory component is required.

3 semester hours. Gen. Ed. Category SB. Prerequisite: two years of secondary school Spanish or consent of department chair. Not open to students who have completed SPAN 101 or 102.
Offered fall, spring, summer.

SPAN 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. Gen. Ed. Category SB. Prerequisite: SPAN 102 or 110, or three years of secondary school Spanish, or a score of 500-549 on the CEEB Achievement Test in Spanish.
Offered fall and summer.

SPAN 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 Hispanic peoples. The development of the oral skill is continued and some attention is given to written practice.
3 semester hours. Prerequisite: SPAN 113 or equivalent, or a score of 550-599 on the CEEB Achievement Test in Spanish, or consent of department chair. Offered spring and summer.

SPAN 200: Spanish for Spanish Speakers

This course is intended for students who are orally/orally proficient but who have little formal knowledge of grammar. Emphasis is on writing and reading. Written assignments progress from short compositions to more complex essays, strengthening organizational, vocabulary, and grammatical skills.
4 semester hours. Prerequisite: consent of instructor. Offered fall.

SPAN 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: SPAN 114 or equivalent, or a score of 600 or above on the CEEB Achievement Test in Spanish, or consent of department chair. Offered fall.

SPAN 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: SPAN 114 or equivalent, or consent of department chair. Offered spring.

SPAN 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: SPAN 201 or consent of instructor. Offered alternate springs.

SPAN 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: SPAN 201 or consent of instructor. Offered alternate springs.

SPAN 230: The Hispanic World: Spain

The geography and the political and cultural history of peninsular Spain are traced from its origins to modern times. This course is taught in Spanish.

3 semester hours. Offered alternate years.

SPAN 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.

SPAN 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.

SPAN 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 with a change in content.

3 semester hours. Prerequisite: SPAN 202 and either 221 or 222, or consent of department chair. Offered alternate falls.

SPAN 302: 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, dramatist, director, or theme. This course may be repeated for credit with a change in content.

3 semester hours. Prerequisite: SPAN 202 and either 221 or 222, or consent of department chair. Offered alternate springs.

SPAN 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 with a change in content.

3 semester hours. Prerequisite: SPAN 202 and either 221 or 222, or consent of department chair. Offered alternate springs.

SPAN 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: SPAN 202 or equivalent. Offered alternate years.

SPAN 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.

SPAN 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.

SPAN 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 with a change in content.

3 semester hours. Offered as needed.

SPAN 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 with a change in content.

3 semester hours. Offered as needed.

SPAN 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 with a change in content.

3 semester hours. Offered as needed.

SPAN 510: Studies in Cervantes

This course includes an interpretative study of *Don Quixote* and of other works of Cervantes in connection with the historical background.

3 semester hours. Offered as needed.

SPAN 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.

SPAN 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.

SPAN 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, Gleason (chair), Imber, Kochanek, McCormick, Sherlick

Associate Professors: J. F. DiMeo, Melendez-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 three teaching concentrations. Each is outlined below and is part of either the elementary education program (see page 165) or the secondary education program (see page 300). The student teaching segment is required for completion of the special education concentration.

(Semester hours are in parentheses.)

Special Educator of Students with Mild/Moderate Disabilities, Kindergarten through Middle School Level

This teaching concentration is restricted to students in elementary education.

•Required Courses (27)

Special Education 300, 310, 311, 312, 315, 318, 340

Special Educator of Students with Mild/Moderate Disabilities, Middle School through Secondary Level

This teaching concentration is open to students in elementary and secondary education.

•Required Courses (40)

Special Education 300, 310, 311, 312, 324, 325, 328, 340

Note: Students in secondary education curricula, with a special education concentration, must take three additional semester hours in reading Elementary Education 311 or 401.

Special Educator 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 Feinstein School of Education and Human Development (see page 75).

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 Teachers Examination or other approved test, 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, Certification; and Secondary Education, Middle School Endorsement).

GRADUATE PROGRAMS

Adviser: A. Anthony Antosh, Diane Dabkowski, Richard Dickson, John DiMeo, Judith DiMeo, John Gleason, Steven Imber,

Thomas Kochanek, Joseph McCormick, Patricia Medenos-Landward, Paul Sherlock

Master of Education in Special Education—with Concentration in Early Childhood, Birth through K

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 41.

(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, 468

•Comprehensive Examination (0)

(Total semester hours: 30)

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 41.

(Semester hours are in parentheses.)

Program Requirement

•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 401, 402, 403, 404, 406, 434, 462

•Comprehensive Examination (0)

(Total semester hours: 30)

Master of Education in Special Education—with Concentration in Elementary Special Needs—Focus on Learning Disabilities

Admission Requirements

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 41.

(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 401, 402, 404, 408, 418, 434, 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 41.

(Semester hours are in parentheses.)

Program Requirement

•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 324, 325, 401, 402 (or 311), 404 (or 418), 434, 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 41.

(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 (29) Special Education 335, 336, 413 (or 420), 415, 425, 426, 434, 465
- Comprehensive Examination (0)

(Total semester hours: 35)

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 41.

(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.

COURSE OFFERINGS

SPED 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. Definitions, 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.

SPED 310: Principles and Procedures of Behavior Management for Children and Youth with Disabilities

Topics include philosophical and ethical concerns in behavior management, measur-

ing 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: SPED 300. Offered fall, spring, summer.

SPED 311: Language Development and Communication Problems of Children

The process 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 classical speech problems are also studied. (Formerly Special Education 309.)

3 semester hours. Prerequisite: SPED 310. Offered fall and spring.

SPED 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: SPED 300, 310, and admission to the special education teacher preparation program. Offered fall and spring.

SPED 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: SPED 300, 310, 312, and admission to the special education teacher preparation program. Offered fall and spring.

SPED 318: Student Teaching in the Elementary or Middle School

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 program for children with mild/moderate disabilities. (Formerly Student Teaching in the Elementary or Middle School Special Class.)

5 semester hours. Prerequisite: satisfactory completion (GPA of 2.50) of all courses required in the teaching concentration prior to student teaching; 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.

SPED 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: SPED 300, 310, 312, and admission to the special education teacher preparation program. Offered fall or summer.

SPED 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 experiences are included.

3 semester hours. Prerequisite: SPED 300, 310, 312. Offered spring or summer.

SPED 328: Student Teaching in the Middle School or Secondary-Level

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. (Formerly Student Teaching 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; 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.

SPED 333: Adaptation of Instruction for Inclusive Education

The teacher's role in inclusive education is defined by the assessment and adaptation of curriculum, methods, and materials, including behavioral and social interventions to facilitate the full participation of students with disabilities in the academic and social life of educational settings. (Formerly Adaptive Instruction for Students in the General Education Setting.)
 3 semester hours. Prerequisite: admission to a teacher preparation program, preceding or concurrent enrollment in SED 310, or consent of department chair. Offered fall and spring.

SPED 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. A 30-hour practicum is required.
 4 semester hours. Prerequisite: SPED 300, 310, 312. Offered fall.

SPED 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. A 30-hour practicum is required.
 4 semester hours. Prerequisite: SPED 300, 310, 312. Offered spring.

SPED 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 SPED 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.

SPED 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 SPED 337. Offered fall and spring.

SPED 340: Collaboration: Home, School, and Community

The collaborative purposes, models, strategies, and roles of the special educator are addressed. Collaborative teaching, parent interactions and planning, teaching and as-

essment strategies are included. This course is taken concurrently with special education student teaching.

3 semester hours. Prerequisite: concurrent enrollment in SPED 318 or 328, or consent of department chair. Offered fall and spring.

SPED 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: SPED 310 and 312 or equivalents. Offered fall.

SPED 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: SPED 309 or equivalent. Offered fall and summer.

SPED 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 problems. The focus is on planning, implementing, and evaluating various preventative, crisis-intervention, and long-term behavior management strategies.
 3 semester hours. Prerequisite: SPED 310 and 312 or equivalents. Offered summer.

SPED 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: SPED 310 and 312 or equivalents. Offered spring.

SPED 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: SPED 401 and 402 or equivalents. Offered spring.

SPED 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: SPED 300. Offered fall.

SPED 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: SPED 413 or 420. Offered fall.

SPED 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, progress monitoring procedures, and parent involvement.

3 semester hours. Prerequisite: SPED 413. Offered spring.

SPED 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: SPED 413. Offered alternate springs (even years).

SPED 418: Modification of Reading Instruction for Children with Mild/Moderate Disabilities

This course assists 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: SPED 401 and 402 or equivalents, and ELED 485 or equivalent. Offered spring.

SPED 420: Orientation to the Education of Youth and Young Adults in Non-School 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, voca-

tional, and leisure settings. Research relative to the organization and operation of community residential facilities is analyzed.

3 semester hours. Prerequisite: SPED 300. Offered summer.

SPED 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: SPED 300, 413, or 420. Offered alternate falls (odd years).

SPED 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 student with multiple disabilities are analyzed. Assessment, procedures, and curriculum pertinent to each population are presented.

3 semester hours. Prerequisite: SPED 300 and 420. Offered alternate springs (odd years).

SPED 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.

SPED 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.

SPED 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: SPED 413. Offered alternate springs (odd years).

SPED 445: Assistive Technology in the Classroom

Technology that facilitates success for persons with disabilities in integrated school and community settings is explored. Focus is on the application of varied activities and materials.

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

SPED 448: Interpreting and Developing Research in Special Education

Research and evaluation studies and designs 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 fall, as needed.

SPED 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).

SPED 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.

SPED 462: Internship in the Elementary or Middle School

The intern is required to evaluate, plan for, and teach elementary or middle school students with mild/moderate disabilities in a special education program. A minimum of 300 clock hours is required under the joint supervision of an experienced teacher(s) and a College supervisor. A seminar occurs concurrently with the internship. (Formerly Internship in the Elementary or Middle School Special Class.)

6 semester hours. Prerequisite: consent of instructor. Offered fall and spring.

SPED 464: Internship in the Middle School or Secondary-Level

The intern is required to evaluate, plan for, and teach middle school and/or secondary-level students with mild/moderate disabilities in a special education program. A minimum of 300 clock hours is required under the joint supervision of an experienced teacher(s) and a College supervisor. A seminar occurs concurrently with the internship. (Formerly Internship in the Middle School or Secondary-Level Special Class.)

6 semester hours. Prerequisite: consent of instructor. Offered fall and spring.

SPED 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 300 clock hours (200 hours severe/profound and 100 hours multihandicapped) is required under the joint super-

vision 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.

SPED 468: Internship in Early Childhood Special Education

The intern implements intervention strategies for young children with disabilities in early intervention and early childhood settings. A minimum of 300 clock hours on site is required under the joint supervision of an experienced teacher(s) and a College supervisor.

(20) 6 semester hours. Prerequisite: consent of department chair. Offered fall, spring, summer.

SPED 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.

SPED 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 fall (odd years).

SPED 546: Practicum in the Administration of Programs for Children with Disabilities

Participants spend two full days a week, under supervision, in agencies providing services 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.

SPED 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: SPED 546. Offered as needed.

SPED 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: SPED 502. Offered as needed.

SPED 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 assessments, the formulation of educational plans, and the interpretation of such plans to parents, teachers, and supportive personnel.

6 semester hours. Prerequisite: SPED 548. Offered as needed.

Teaching English as a Second Language

Professors: Bierden, Bucci, Rzesutski, Emetz, Holland, McClintock, Mitchell, Nelson, Panofsky (chair), A. Smith, Souse, Tarley
Associate Professors: Brull, Jr., Davis, Goodwin, McCrystal, McSweeney, Ryles, N. Sullivan, Taylor, Tokuo

Assistant Professors: Bigler, Gromnyk, Gomez, Pool, C. Williams

Program of Study

Graduate Program: Teaching English as a Second Language (M.A.T., M.Ed.)

GRADUATE PROGRAM

Coordinator: Willis Poole

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 Analyses 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 41.

For international students, the Test of English as a Foreign Language (TOEFL) may be substituted for the Graduate Record Examination or Miller Analyses Test.

Program Requirements

•Foundations Component (9)
Elementary Education 410; Foundations of Education 402

One course in instructional technology selected with advisor's consent

•Professional Education Component (18)
Teaching English as a Second Language 407* (or Elementary Education 407*), 439,* 441,* 446,* 449,* 451,* 451*

•Related Disciplines Component (6)
English 332 or 333

One course in either an academic discipline or in a professional area selected with advisor's consent. Those who have not completed a course in adaptive instruction for students under IDEA, or ADA must enroll in Special Education 431: Instructional Approaches to Children with Special Needs in Regular Classes or its equivalent.

•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 Analyses Test scores; three recommendations (at least two academic references); interview. Also see graduate Admission Procedures/Requirements on page 41.

(Semester hours are in parentheses.)

Program Requirements

•Foundations Component (9)
Counseling and Educational Psychology 441; Foundations of Education 446; Special Education 431
•Professional Education Component (36)
Teaching English as a Second Language 407 (or Elementary Education 407), 439, 441, 446, 449, 451, Elementary Education 407*, 439,* 441,* 446,* 449,* 451,* 451*

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

TESL 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 may not receive credit for both Elementary Education 407 and Teaching English as a Second Language 407.

3 semester hours. Prerequisite: graduate status and TESL 439 or 441 or 449. Offered fall and summer.

TESL 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.

TESL 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.

TESL 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.

TESL 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.

TESL 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 Language Theory in ESL.)

3 semester hours. Prerequisite: TESL 446 or consent of instructor or department chair. Offered as needed.

TESL 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.

TESL 460: Seminar in Teaching English as a Second Language

Topics and prerequisites vary.

3 semester hours. Offered as needed.

Technology Education

Department of Educational Studies

Professors: Bierlein, Bucci, Bzewski, Eamet, Holland, McClintock, Mitchell, Nelson, Pamofsky (chair), A. Smith, Stone, Toley

Associate Professors: Berli, Jr., Davis, Goodness, McCrystal, McSweeney, Reyes, N. Sullivan, Taylor, Tiskoo

Assistant Professors: Blyler, Civenyok, Gomez, Poole, C. Williams

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. A strong base in technologies provides the foundation for a number of careers both in education and industrial technology.

The program is provided on two campuses: Rhode Island College and the Community College of Rhode Island (Knight Campus) through a collaborative agreement between the two institutions. Course registration takes place at Rhode Island College.

The full degree program requires the completion of at least 120 semester hours, including General Education 2000, the Writing Requirement, the College Mathematics Requirement, electives, and the major requirements listed below. Students are strongly urged to consult an advisor or the chair of the Department of Educational Studies for information. The Feinstein School of Education and Human Development requires all undergraduate students to participate in a community service experience. This requirement may be completed on an individual basis or through one or

more of the required courses in the undergraduate program.

(Semester hours are in parentheses.)

•Required Courses (32)

At Rhode Island College:
Technology Education 200, 220, 242, 305,
Industrial Technology 203, 232
At the Community College of Rhode Island:

Electronics Technology 1100, 8060; Machine Design 1420, 2130; Manufacturing Technology 2110

•Cognates (14-16)

Select A or B (cognates must be taken at either Rhode Island College or the Community College of Rhode Island).

A. At Rhode Island College:

Mathematics 181,* 247,* Physics 101-102

B. At the Community College of Rhode Island:

Mathematics 1800,* 1810,* Physics 1030-1040

•Professional Courses (35)

Technology Education 300, 308, 321, 322; Counseling and Educational Psychology 215; Foundations of Education 340, 345; Secondary Education 305; Special Education 333

*Students enrolled at the Community College of Rhode Island must take both

Mathematics 1800 and 1810 at the community college for program credit. Students enrolled at Rhode Island College must take both Mathematics 181 and 247 at Rhode Island College for program credit. Students may not take one mathematics course at one institution and the second mathematics course at the other institution.

Admission and Retention

All students enrolling in teacher education programs must meet certain admission criteria and procedures required by the Feinstein School of Education and Human Development (see page 75).

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 Feinstein School of Education and Human Development, additional courses in industrial technology will be re-

quired 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 41.

(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

TECH 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.

TECH 216: Technical and Computerized Drafting

Students explore the international drafting-language protocol and use this format in solving design problems in ortho-

graphic and pictorial presentation. Students also explore basic computer-aided drafting. (6) 3 semester hours. Offered as needed.

TECH 220: Energy and 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. (6) 3 semester hours. Offered spring.

TECH 242: History of Technology

This is a study of technological developments and how they have impacted education, careers, social structure, and our well being, as well as heightened our environmental, ecological, and privacy concerns. 3 semester hours. Offered fall.

TECH 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. Curricular development and instructional strategies focus on four major technological systems: communication, construction, manufacturing, and transportation. 4 semester hours. Prerequisite: TECH 200 or equivalent. Offered fall.

TECH 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: TECH 200. Offered spring.

TECH 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.

4 semester hours. Prerequisite: admission to the technology education teacher preparation program. Offered fall.

TECH 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: TECH 216. Offered as needed.

TECH 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: TECH 220 and 300. Offered fall.

TECH 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; concurrent enrollment in TECH 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.

TECH 322: Student Teaching Seminar in Technology 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 TECH 321. Offered fall and spring.

TECH 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: TECH 220, 305, 313; INDT 215, 221, 232; or consent of department chair. Offered as needed.

TECH 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.

TECH 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 models 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.

TECH 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 ca-

ner and technical education or consent of department chair. Offered as needed.

TECH 440: New Product and Industry Processing Developments in Industry

An investigation is made into the most recent product and process developments in tools, machinery, static equipment, and power and energy systems. The focus of research is on implementation of the findings in the curriculum.

3 semester hours. Offered as needed.

TECH 445: Technocracy and the Future of Mankind

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.

TECH 455: Learning Strategies in Alternate Industrial Sites

This course is designed to encourage individual and small-group projects. Topics related to industry, technology, and work are explored through in-depth study or industry-union-technical training programs.

3 semester hours. Offered as needed.

TECH 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 another area of technology.

3 semester hours. Prerequisite: four courses in the Professional Education Component and/or consent of department chair. Offered as needed.

Theatre

Department of Music, Theatre, and Dance

Professors: Boberg, Burs, Gustaf, Elam, Hutchinson (chair), Jones, Mack, Markwood, McClintock, Pellegrino, Scheff, R. Smith, Stillman

Associate Professor: Sumerlin

Assistant Professors: Abernathy, Del Giudice, Franzl, W. Wilson, Jr.

Costume Designer: Matheson

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.E.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 General Education 2000, the Writing Requirement, the College Mathematics 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 (42-44):

Theatre 220, 221, 316, 320, 321, 324

Four courses from Theatre 302, 305, 322, 323, 325, 330, 346, 377, 380

Cognates: a minimum of 12 semester hours (normally selected from art, communications, dance, English, film studies, health education, physical education, music, and/or psychology), including one course from the Visual and Performing Arts category of General Education 2000 (excluding Theatre 240), and one course from the Social and Behavioral Sciences category of General Education 2000

B. Design/Technical (33-35):

Five courses from Theatre 311, 312, 314, 315, 316, 325

Two courses from Theatre 317, 380, 390, 391, 393

Cognates: a minimum of 12 semester hours (normally selected from art, communications, dance, English, film studies, health education, physical education, music, and/or psychology)

C. General Theatre (27-29):

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
Cognates: a minimum of 12 semester hours (normally selected from art, communications, dance, English, film studies, health education, physical education, music, and/or psychology)

D. Musical Theatre (44):

Theatre 220, 221, 241, 346

Three courses from Theatre 302, 316, 320, 321, 324, 325, 380

Cognates: 11 semester hours from Dance 110, 112, 114, 212, 321; 12 semester hours from Music 174 (four semesters), 191 (six semesters), 274 (two semesters), 203,* 204

*Music 203 may be counted toward the Visual and Performing Arts category of General Education 2000

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 165.

Honors Program

Majors in theatre 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 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 Music, 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 seminars 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 41.

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 Music, 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**THTR 205: Introduction to Theatre**

Basic principles of playwriting, acting, and directing are examined. Twenty hours of laboratory experience on major Rhode Island College Theatre productions are required, including 10 hours in costume work and 10 hours in backstage work.
3 semester hours. Offered fall and spring.

THTR 210: Fundamentals of Theatrical Design and Production

Basic principles and practices of the major elements of design and production are examined. Twenty hours of laboratory experience on major Rhode Island College Theatre productions is required, including 10 hours in costume work and 10 hours in backstage work.
3 semester hours. Prerequisite: THTR 205. Offered fall and spring.

THTR 220: Voice and Articulation for the Performer

The fundamentals of voice production and articulation are studied from the physiological and phonetic bases of speech.
3 semester hours. Offered fall.

THTR 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: THTR 205 or consent of department chair. Offered spring.

THTR 222: The Actor's Self: Improvisation and Technique

This course introduces the actor to self-discovery in performance and frees the beginning actor physically, vocally, and emotionally through the use of improvisational techniques.

3 semester hours. Prerequisite: THTR 205 or consent of department chair. Offered fall and spring.

THTR 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 playwriting to performance to criticism. Attendance at theatre productions is required.
3 semester hours. Gen. Ed. Category A for non-majors. Offered fall and spring.

THTR 241: American Musical Theatre

This course traces the development of musical comedy and its variations within the United States from the 18th century to the present.
3 semester hours. Offered spring.

THTR 302: Oral Interpretation

The procedures of analysis, preparation, and performance of a variety of literary forms, including drama, prose, and poetry, are studied.
3 semester hours. Prerequisite: THTR 220 or COMM 220, or consent of department chair. Offered as needed.

THTR 305: Readers Theatre

Focus is on alternative modes of readers theatre, including selection, adaptation, and presentation of material. Emphasis is also placed on casting, rehearsing, performing, and directing techniques. Students cannot receive credit for both Theatre 305 and 405.

(4) 3 semester hours. Prerequisite: THTR 302 and 325, or consent of department chair. Offered as needed.

THTR 311: Technical Direction

The student is introduced to and develops skills needed by a technical director in both commercial and noncommercial theatre. Twenty laboratory hours on a major Rhode Island College Theatre production is required.
3 semester hours. Prerequisite: THTR 210 or consent of department chair. Offered every third semester.

THTR 312: Scene Design for the Theatre

The student explores the design process as it relates to the production as a whole. Designer's concepts are translated into practical, theatrical, visual terms through sketching, mechanical drawings, and model building.
3 semester hours. Prerequisite: THTR 210 or consent of department chair. Offered every third semester.

THTR 314: Costume for the Theatre

Theoretical and practical design concepts, civil dress history, and characterization are studied through theatre application and projects. Twenty hours of laboratory experience on a major Rhode Island College Theatre production is required.
3 semester hours. Prerequisite: THTR 210 or consent of department chair. Offered fall.

THTR 315: Lighting for Theatre and Dance

The student explores the aesthetic quality of light as it can be applied to lighting for the stage. Fifteen hours of laboratory experience on a major Rhode Island College Theatre or Dance Company production is required. Students cannot receive credit for both Theatre 315 and Dance 315.
3 semester hours. Prerequisite: THTR 210 or consent of department chair. Offered every third semester.

THTR 316: Makeup for the Stage, Film, and Television

This studio course is concerned with techniques of makeup, chart construction, and research. Students employ in-class applications for corrective, glamour, and character through age and fantasy projects. Twenty hours of laboratory experience on a major Rhode Island College Theatre production is required.

3 semester hours. Prerequisite: THTR 210 or consent of department chair. Offered spring.

THTR 317: Stage Management for Theatre and Dance

The student is trained in the responsibilities of a stage manager for both commercial and noncommercial theatre and dance companies. Basic techniques and management competencies are formulated. Students cannot receive credit for both Theatre 317 and Dance 317.

(3-4) 3 semester hours. Prerequisite: THTR 205 and 210, or consent of department chair. Offered as needed.

THTR 319: Performing Arts Management

The problems of organizing and managing the performing arts, and the coordination and administration of staff, budgets, and facilities are explored. This course may be counted as a management elective with consent of the advisor.

3 semester hours. Prerequisite: one 100- or 200-level course in art, dance, music, or theatre; or consent of department chair. Offered as needed.

THTR 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: THTR 220 and either 221 or 222, or consent of department chair. Offered fall.

THTR 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 study, is a primary feature of the course. (Formerly titled Character Study II.)

3 semester hours. Prerequisite: THTR 220 and either 221 or 222, or consent of department chair. Offered spring.

THTR 322: Period Styles of Acting I

The actor is trained in the performance of Greek tragedy, commedia dell'arte, and the plays of Molière. Students cannot receive credit for both Theatre 322 and 422.

(4) 3 semester hours. Prerequisite: THTR 221, 222, 320, 321, or consent of department chair. Offered alternate falls (odd years).

THTR 323: Period Styles of Acting II

The actor is trained in the performance of Elizabethan and Jacobean tragedy and comedy, Restoration comedy, and 19th-century melodrama and farce. Students cannot receive credit for both Theatre 323 and 423.

(4) 3 semester hours. Prerequisite: THTR 221, 222, 320, 321, or consent of department chair. Offered alternate springs (even years).

THTR 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 THTR 205, 220, 221, 222, or consent of department chair. Offered fall.

THTR 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: THTR 205, 210, and 320, or consent of department chair. Offered fall.

THTR 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; THTR 205 or consent of department chair. Elementary education majors: ELED 300 or consent of department chair. Offered fall.

THTR 335: Theatre for Children and Youth

This course explores the theoretical aspects involved in the selection and preparation of scripts, casting, rehearsing, and production of theatre for and with children and youth. (Formerly Theatre for Children.)

3 semester hours. Prerequisite: THTR 330 or consent of department chair. Offered spring.

THTR 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. Prerequisite: two 200-level theatre courses or consent of department chair. Offered every third semester.

THTR 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. Prerequisite: two 200-level theatre courses or consent of department chair. Offered every third semester.

THTR 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 productions is required. (Formerly Modern Theatre.)

3 semester hours. Prerequisite: two 200-level theatre courses or consent of department chair. Offered every third semester.

THTR 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: THTR 220, 221, and consent of instructor(s) and department chair. Offered spring.

THTR 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.

THTR 377: Touring Theatre Production

Emphasis is on the training of the student actor and student technician in the touring process. Additional 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: THTR 205, 210, 220, 221, 222, 320, 321, and consent of department chair. For student technicians: THTR 205, 210, 311, and one course from 312, 314, 315, 317, and consent of department chair. Offered fall.

THTR 378: Theatre Production

This course requires 45 hours in a theatrical production under faculty supervision (in the area of performer, technical theatre, or stage/theatre management). Grading is H, S, or U. This course may be repeated for credit a maximum of three times.

1 semester hour. Prerequisite: THTR 205 and 210, or consent of department chair. Offered fall and spring.

THTR 379: Theatre Internship

Students gain a comprehensive understanding of theatre arts through on-the-job training. The intern is expected to work full time with an approved theatre company. Grading is H, S, or U.

9 semester hours (6 semester hours for summer). Prerequisite: THTR 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 a minimum cumulative grade point average of 2.0. Application must be made one semester prior to the period of internship. Offered as needed.

THTR 390: Independent Study in Theatre

Scholarly research culminating in a thesis paper is required. This course may be repeated once for credit with a change in content.

3 semester hours. Prerequisite: open only to juniors and seniors with consent of department chair. Offered as needed.

THTR 391: Special Problems in Theatre

This course requires the completion of a tangible project and a written report of the procedures followed in accomplishing the project. This course may be repeated once for credit with a change in content.

3 semester hours. Prerequisite: open only to juniors and seniors with consent of department chair. Offered as needed.

THTR 393: Special Problems in Design

This course requires the completion of a tangible design project and a written report of the procedures followed in accomplishing the project. This course may be repeated once for credit with a change in content.

3 semester hours. Prerequisite: open only to juniors and seniors with consent of department chair. Offered as needed.

THTR 398: Special Problems in Directing

This course requires the completion of a tangible directing project and a written report of the procedures followed in accomplishing the project. This course may be repeated once for credit with a change in content.

3 semester hours. Prerequisite: open only to juniors and seniors with consent of department chair. Offered as needed.

THTR 405: Readers Theatre

Focus is on alternative modes of readers theatre, including selection, adaptation, and presentation of material. Emphasis is also placed on casting, rehearsing, performing, and directing techniques. Students cannot receive credit for both Theatre 305 and 405.

(4) 3 semester hours. Prerequisite: graduate status or consent of department chair. Offered as needed.

THTR 422: Period Styles of Acting I

The actor is trained in the performance of Greek tragedy, commedia dell'arte, and the plays of Molière. Students cannot receive credit for both Theatre 322 and 422.

(4) 3 semester hours. Prerequisite: graduate status and THTR 321 and 322 or equivalent, or consent of department chair. Offered alternate falls (odd years).

THTR 423: Period Styles of Acting II

The actor is trained in the performance of Elizabethan and Jacobean tragedy and comedy, Restoration comedy, and 19th-century melodrama and farce. Students cannot receive credit for both Theatre 323 and 423.

(4) 3 semester hours. Prerequisite: graduate status and THTR 320 and 321 or equivalents, or consent of department chair. Offered alternate springs (even years).

THTR 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 alternate falls (odd years).

THTR 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 alternate springs (even years).

THTR 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 THTR 340, 341, 342, or consent of department chair. Offered alternate falls (even years).

THTR 478: Theatre Conservatory Internship I

The internship consists of a one-year placement in an approved conservatory program. Class work normally includes acting, directing, voice, speech, mime, music, movement, gymnastics, and design. Grading is 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.

THTR 479: Theatre Conservatory Internship II

Concentrated conservatory class work and projects are continued and completed during a second full year of study. Grading is H, S, or U.

12 semester hours (6 hours each semester). Prerequisite: bachelor's degree, THTR 478, and consent of conservatory director and department chair. Offered fall and spring.

THTR 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 is H, S, or U.

12 semester hours (6 hours each semester). Prerequisite: graduate status, THTR 478, 479, and consent of department chair. Offered fall and spring.

THTR 490: Independent Study in Theatre

Scholarly research culminating in a thesis paper is required. This course may be repeated once for credit with a change in content.

3 semester hours. Prerequisite: open only to graduate students with consent of department chair. Offered as needed.

THTR 491: Special Problems in Theatre

This course requires the completion of a tangible project and a written report of the procedures followed in accomplishing the project. This course may be repeated once for credit with a change in content.

3 semester hours. Prerequisite: open only to graduate students with consent of department chair. Offered as needed.

THTR 493: Special Problems in Design

This course requires the completion of a tangible design project and a written report of the procedures followed in accomplishing the project. This course may be repeated once for credit with a change in content.

3 semester hours. Prerequisite: open only to graduate students with consent of department chair. Offered as needed.

THTR 498: Special Problems in Directing

This course requires the completion of a tangible directing project and a written report of the procedures followed in accomplishing the project. This course may be repeated once for credit with a change in content.

3 semester hours. Prerequisite: open only to graduate students with consent of department chair. Offered as needed.

THTR 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 alternate springs (odd years).

THTR 590: Independent Study in Theatre

Scholarly research culminating in a thesis paper is required. This course may be repeated once for credit with a change in content.

3 semester hours. Prerequisite: open only to students enrolled in the M.F.A. program with consent of department chair. Offered as needed.

THTR 591: Special Problems in Theatre

This course requires the completion of a tangible project and a written report of the procedures followed in accomplishing the project. This course may be repeated once for credit with a change in content.

3 semester hours. Prerequisite: open only to students enrolled in the M.F.A. program with consent of department chair. Offered as needed.

THTR 593: Special Problems in Design

This course requires the completion of a tangible design project and a written report of the procedures followed in accomplishing the project. This course may be repeated once for credit with a change in content.

3 semester hours. Prerequisite: open only to students enrolled in the M.F.A. program with consent of department chair. Offered as needed.

THTR 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: THTR 565 and consent of department chair. Offered as needed.

THTR 598: Special Problems in Directing

This course requires the completion of a tangible directing project and a written report of the procedures followed in accomplishing the project. This course may be repeated once for credit with a change in content.

3 semester hours. Prerequisite: open only to students enrolled in the M.F.A. program with consent of department chair. Offered as needed.

Women's Studies

Maureen Reedy
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 General Education 2000, the Writing Requirement, the College Mathematics 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 Sciences: three courses from Anthropology 301; Management 305; Political Science 309; Psychology 212, 356; 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 165.

COURSE OFFERINGS

See also participating departments.

WMST 162: Women in Japan

The historical development of Japanese society's treatment of women through religion, mythology, education, and language is explored. Students engage in a process of synthesizing the information and critically analyzing the roles and status of women in this society.

4 semester hours. Gen. Ed. Core 3. Offered as needed.

WMST 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. Offered as needed.

WMST 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. WMST 200, and consent of the director of women's studies following an interview. Offered as needed.

WMST 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: WMST 200 and senior standing. Offered as needed.

Writing

Marjorie Roemer
Director

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 rest of the student's college program. All students are required to complete the College Writing Requirement. See the description of the College Writing Requirement on page 29.

WRTG 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.



Bulletin of
Rhode Island College

Directory

1998-99 CATALOG

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
Web site: <http://www.riic.edu>

Academic Affairs

Roberts 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

Roberts 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
Holly L. Shadoian, *Director*
Deborah E. Johnson, *Associate Director*
Beth Every-McCarthy, *Assistant Director of Admission—Freshman Programs*
Edward P. Markowski, *Assistant Director of Admission—Transfer Programs*

Academic Advisement Information Center

Craig-Lee Hall 154, 456-8183
Dolores A. Passarelli, *Director*

Affirmative Action

Roberts Hall 312, 456-8218
Patricia E. Giannarico, *Director of Affirmative Action*

Alumni Affairs

Alumni House, 456-8086
Ellie O'Neill, *Director*

Arts and Sciences, Faculty of

Gauge Hall 152, 456-8106
Richard R. Weiner, *Dean*
James H. McCroskey, *Associate Dean*

Athletics

(See Intercollegiate Athletics)

Audiovisual

Gauge Hall 113, 456-8020
David A. Wilson, *Director*

Bookstore

(See Campus Store)

Budget

Roberts Hall 100, 456-8438
Stephen Johnson, *Director*

Bursar

Alger Hall 133, 456-8130
Robert Conrad, *Assistant Controller*
Charlene L. Szepepanek, *Bursar*

Campus Center

Student Union 321, 456-8034
Brian R. Allen, *Director*
Mark M. Paolucci, *Assistant Director*
Kristen K. Salemi, *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. Mazyck, *Coordinator of Career Development Program*

Chaplains

Student Union 300, 456-8168
James Montavon, *Catholic Chaplain*
Larry A. Nichols, *Protestant Chaplain*

Clinical Experiences

Horace Mann Hall 103, 456-8114
Susan J. Schenck, *Director*

College Engineer

Physical Plant Building, 456-8262
John H. Vickers, *College Engineer*

Computer Center

Gaige Hall B-9, 456-8050
David A. Beason, *Assistant Vice President for Information Technology*
William S. Bunch, *Director of Network Services*

Conferences and Special Events

Roberts Hall 300, 456-8022
Kathryn M. Sasso, *Director*

Continuing Education

Forman Center, 456-8091
William C. 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
Thomas J. Lavin, *Director*
Janet L. Park, *Psychologist*

Curriculum Resources Center

Adams Library, 456-8220
David C. Woolman, *Librarian*

Development

Roberts Hall 408, 456-8105
Marguerite M. Brown, *Director*
Cheryl Precoppio, *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, Feinstein School of

Horace Mann 107, 456-8110
David E. Nelson, *Dean*
Florence Heisen, *Associate Dean*

Educational Management Development, Center for

Henry Barnard School 222,
456-8701
Nancy S. Sullivan, *Director*

Financial Aid

Craig-Lee Hall 050, 456-8030
James T. Hanbury, *Director*
Janet A. O'Connor, *Associate Director*
Dorene A. Zisoh, *Associate Director*

General Education 2000

Gaige Hall 116E, 456-8005
Carolyn Flecher-Lobban, *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. Kinsey, *Coordinator*

Henry Barnard School

456-8127
Ronald Tibbets, *Principal*
F. Haven Starr, *Assistant Principal*

Human Resources

Roberts Hall 303, 456-8216
Robert G. Tetreault, *Director*

Information Technology

456-8050
David A. Beason, *Assistant Vice President*

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*
James N. Adams, *Assistant Director*

International Student Advisement

Faculty Center, 456-8649
Audrey P. Olmsted, *Advisor*

Library

James P. Adams Library, 456-8126
Richard A. Olsen, *Director*

Management and Technology, Center for

Whipple Hall, 456-8009
James A. Schweikart, *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 302, 456-8090
Clare Flynn Eckert, *Director*

Office Services

Craig-Lee Hall B-10, 456-8231
Kenneth C. Coulbourn, *Director*
Rene H. Perreault, Jr., *Assistant Director*

Physical Plant

Physical Plant Building, 456-8262
David R. George, *Director of Facilities and Operations*
James R. Bucci, *Assistant Director of Facilities and Operations*
Diane Hall, *Assistant Director of Housekeeping*
George Aguiar, *Assistant Director of Housekeeping*

Preparatory Enrollment Program

Craig-Lee Hall 120, 456-8237

President's Office

Roberts Hall 404, 456-8100
John Nazarian, *President*
Michael E. Smith, *Assistant to the President*

Public Relations

(See News and Public Relations)

Publishing Services

Alger Hall 211, 456-8132
Robert K. Bower, *Director*
Raymond Ragosta, *Assistant Director*

Purchasing

Alger Hall 125, 456-8047
Sharon A. Tarakian, *Interim Director*

Records

Roberts Hall 120, 456-8212
Burt D. Cross, *Director*
Dennis McGovern, *Associate Director*

Recreation Center

Recreation Center, 456-8400
John S. Foley, *Associate Director of Intramurals and Recreation*
John S. Taylor, *Assistant Director of Recreation, Physical Fitness, and Strength Programs*
Frank J. Anzeveno, *Assistant Director of Intramurals and Special Events*

Alan M. Salemi, *Director of Aquatics*
Janice H. Pfifer, *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
John S. Denio, *Director*

Security and Safety

Browne Hall, 456-8201
Cyrille W. Cote, *Director*

Social Work, School of

School of Social Work Building, 456-8042
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- Metro
- Grad
- Unde
- Middle
- Militar
- Grad
- Unde
- Militar
- Minor
- Mission
- Modern
- Multit
- Music
- Music I
- Music II
- Musical

N

- Nation
- Progr
- Nation
- New E
- (NEE
- Grad
- Unde
- New St
- Nursing

O

- OASIS
- Infor
- Object
- Officer
- Orient
- Outrea
- Overvi

P

- Painting
- Parking
- Part-Ti
- PEP (P
- Progr
- Perform
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