



Salve Regina University
A Catholic Liberal Arts University

2010-2012
Graduate Catalog

Visit our Web site at www.salve.edu or e-mail the Office of Graduate Admissions at graduate_studies@salve.edu.

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Academic Calendar 2010-11

2010 Fall Semester

September 6	Monday	Labor Day – No Classes
September 6	Monday	Freshmen and New Students Arrive
September 7	Tuesday	All Resident Students Arrive
September 8	Wednesday	Fall Classes Begin
September 15	Wednesday	Convocation
September 15	Wednesday	Last Day To Change Semester Registration
September 17	Friday	Constitution Day – All classes meet
October 4-8	Monday – Friday	Fifth Week Evaluation Period
October 9-11	Saturday – Monday	Columbus Day Break – No Classes
October 11	Monday	Resident Students Return
October 12	Tuesday	Classes resume
October 29	Friday	Last Day to Withdraw from a Semester Course Without Penalty
November 9-15	Tuesday – Monday	Registration for Spring Semester
November 11	Thursday	Veterans' Day – All Classes Meet
November 12	Friday	Last Day to Submit File for Degree Forms to the Registrar for May 2011 Commencement
November 24-28	Wednesday – Sunday	Thanksgiving Break – No Classes
November 28	Sunday	Resident Students Return
November 29	Monday	Semester Classes Resume
December 10	Friday	Last Day Of Semester Classes
December 11-12	Saturday – Sunday	Undergraduate Reading Days
December 13-17	Monday – Friday	Final Exams
December 18	Saturday	Christmas Break Begins
December 21	Tuesday	Final Grades for All Students Due in the Registrar's Office

2011 Spring Semester

January 17	Monday	Martin Luther King Day – No Classes
January 17	Monday	Resident Students Arrive
January 18	Tuesday	Spring Classes Begin
January 25	Tuesday	Last Day To Change Semester Registration
February 1	Tuesday	Recommended last date to file Financial Aid Forms to satisfy March 1st priority filing deadline, 2011–2012 academic year
February 14-18	Monday – Friday	Fifth Week Evaluation Period
February 21	Monday	Presidents' Day – No Classes
February 22	Tuesday	All Monday Classes Meet – No Tuesday Classes
March 11	Friday	Last Day to Withdraw from a Semester Course Without Penalty
March 12-20	Saturday – Sunday	Spring Break

ACADEMIC CALENDAR

March 20	Sunday	Resident Students Return
March 21	Monday	Spring Classes Resume
March 31-April 6	Thursday – Wednesday	Registration For Fall 2011
April 21-25	Thursday – Monday	Easter Break
April 25	Monday	Resident Students Return
April 26	Tuesday	Spring Classes Resume
April 27	Wednesday	All Monday Classes Meet – No Wednesday Classes
April 29	Friday	Last Day Of Semester Classes
April 30-May 1	Saturday – Sunday	Undergraduate Reading Days
May 2-6	Monday – Friday	Final Exams
May 9	Monday	Final Grades for All Students Due in Registrar's Office
May 14	Saturday	Baccalaureate Mass
May 15	Sunday	University Commencement

2011 Summer Sessions

May 23	Monday	Summer Session I – Classes Begin
May 30	Monday	Memorial Day – No Classes
June 27	Monday	Summer Session I – Classes End
June 28	Tuesday	Summer Session II – Classes Begin
July 4	Monday	Independence Day – No Classes
August 1	Monday	Summer Session II – Classes End

Graduate Studies at Salve Regina University

Publication of this catalog reaffirms the belief of University faculty and staff that students who enroll at Salve Regina will share the excitement of discovering their academic and personal potential. The University's resources are made available to students to promote their intellectual and moral development. Through its guidance and support, the University encourages students to use their intelligence, ingenuity and motivation to make the most of their educational experiences. This catalog contains admissions and program information. Those interested in a particular program are invited to contact the program director for additional information.

Salve Regina University does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, veteran's status, disability, age or any other legally protected class in the administration of its admissions policies, educational policies, or financial aid programs.

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About Salve Regina University

Founded by the Religious Sisters of Mercy, Salve Regina was established as an independent institution in the Catholic tradition to provide higher education to women and men. Salve Regina College was chartered by the State of Rhode Island in 1934 and, after acquiring Ochre Court in 1947, welcomed its first class of 58 students. By a 1991 amendment to the charter, the name was changed to Salve Regina University.

The University offers associate, baccalaureate, and master's degrees, the Certificate of Advanced Graduate Study, and the Ph.D. in Humanities. Salve Regina enrolls 2,500 men and women from 35 states and 16 foreign countries and boasts over 14,000 alumni.

Mission of the University

As an academic community that welcomes people of all beliefs, Salve Regina University, a Catholic institution founded by the Sisters of Mercy, seeks wisdom and promotes universal justice.

The University, through teaching and research, prepares men and women for responsible lives by imparting and expanding knowledge, developing skills and

cultivating enduring values. Through liberal arts and professional programs, students develop their abilities for thinking clearly and creatively, enhance their capacity for sound judgment, and prepare for the challenge of learning throughout their lives. In keeping with the traditions of the Sisters of Mercy, and recognizing that all people are stewards of God's creation, the University encourages students to work for a world that is harmonious, just and merciful.

Accreditations and Memberships

The University is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course of program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact: Commission of Institutions of Higher Education, New England Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 01730-1433, (617) 271-0022, e-mail: cihe@neasc.org.

The National League for Nursing Accreditation Commission (NLNAC) accredits the Nursing Program which is also approved by the Rhode Island Board of Nurses Registration and Nursing Education. The Early Childhood, Elementary, Secondary, and Special Education programs are approved by the Rhode Island Department of Education. Rhode Island is a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC). Students completing these programs qualify for certification in 45 states, Washington, D.C., Puerto Rico and Guam. The Department of Social Work offers a baccalaureate program accredited by the Council on Social Work Education. The Visual Arts programs are accredited by the National Association of Schools of Art and Design. The Business Studies program is accredited by the International Assembly for Collegiate Business Education. The master's program in Rehabilitative Counseling is accredited by the Council on Rehabilitation Education (CORE).

The University is a member of the American Council on Education, the American Association of Colleges for Teacher Education, the American Association of Colleges and Universities, the American Association of Collegiate Registrars and Admission Officers, the College Entrance Examination Board, the Council for the Advancement and Support of Education, the National Association of College Admission Counselors, the National Catholic Educational Association, the Association of Catholic Colleges and Universities, the Council of Independent Colleges, the Council on Rehabilitation Education, the Mercy Higher Education Colloquium, the Association of Mercy Colleges, and the Council on Social Work Education. The University participates in Division III of the National Collegiate Athletic Association and its regional subdivisions.

Accessibility of Programs and Services

Disability Services at the Academic Development Center ensures students equal and integrated access to all University programs and services in accordance with the Americans with Disability Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973. Students with disabilities may be entitled to reasonable accommodations, which could include classroom accommodations or modifications, auxiliary or technological aids, physical accommodations or other individual assistance. Students with disabilities who require disability accommodations are asked to contact Dr. Susan Pratt, Director of the Academic Development Center, at 401-341-3150. The office is located in McAuley Hall, Room 101.

Admissions

To be considered for admission, interested students must apply for a degree or certificate program by completing the application process described in this section. Specific Admissions Criteria is found in each program area in the catalog. All prospective students are encouraged to contact the Office of Graduate Admissions as well as the program directors for more information.

General Admissions Criteria

Salve Regina University evaluates the total application package. An applicant to graduate studies must:

1. Possess an undergraduate degree from a regionally accredited United States college or university, or an equivalent degree from a nationally accredited institution outside of the United States. Documentation of degree equivalencies must be submitted by an agency authorized to do so.
2. Have a cumulative grade point average (GPA) and an undergraduate record that reflects the ability to be successful in graduate studies.
3. Provide a personal statement that demonstrates solid writing skills and motivation for graduate studies.
4. Submit letters of recommendation that support the ability to engage in graduate studies.
5. Unless waived, submit one of the following exams: MAT, GRE or GMAT.

Master's Programs

Who May Apply

Men and women with bachelor's degrees earned from regionally accredited United States institutions of higher learning or an equivalent degree from a nationally accredited college or university outside the United States will be considered for admission. Applicants considered by the University to have the ability to pursue graduate study and who show a desire for personal development are admitted without regard to sex, race, color, religion, national or ethnic origin, veteran's status, disability, age, or any other legally protected class.

How To Apply

The following materials must be sent to the Office of Graduate Admissions:

1. Completed graduate application form.
2. Non-refundable application fee.
3. Official transcripts from all degree-granting institutions attended.
4. Two professional letters of recommendation, from faculty and/or work supervisors who can attest to an applicant's ability to be successful in graduate studies. Recommenders must include professional title and contact information.
5. Test scores no more than five years old from one of the following:
Miller Analogies Test (MAT)

Graduate Record Examination (GRE)

Graduate Management Aptitude Test (GMAT)

Please note that this examination requirement may be waived for students whose portfolio indicates a strong ability to do graduate work. Applicants should contact the Office of Graduate Admissions for more detailed information.

Application files must be completed within one year of initial submission or individuals may be required to resubmit materials. All application materials become a permanent and confidential part of University records and are not returned.

International applicants should also refer to the segment on “International Students” later in this section of the catalog for additional application information and requirements.

Program of Study

Upon acceptance, a program of study is developed and may include transfer credits from other institutions if petitioned for by the student. Students are encouraged to contact the program director for any advice related to their program.

The graduate program director will provide students with a copy of their program of study. Some program directors establish advising schedules for matriculated students that continue throughout the program.

Dual Degree Master’s Program

The dual degree master’s program can be designed and based on career interests and educational goals. Applicants must receive permission from the program directors and the appropriate dean to pursue dual degrees. The dual degree program offers a common set of core courses, making it possible to earn two degrees with fewer credits than if earned separately.

Second Master’s Degree

Students who have completed their first master’s at Salve Regina and wish to complete their second master’s at Salve Regina may petition the appropriate graduate program director. Upon approval by the appropriate dean, the required credits for the second master’s degree can be reduced to a total of 30 credit hours. This option may not be available for some programs with accreditation or licensing requirements.

Ph.D. Program

Who May Apply

Individuals with a master’s degree and high motivation to explore the relationship between humanities and technology are encouraged to apply.

How To Apply

The first step in the admissions process is a personal interview with the program director to discuss a proposed area of concentration, to examine prerequisites, and to

compose an on-site writing sample. The following materials must be submitted to the Office of Graduate Admissions by March 15 for September admission, September 15 for January admission, and January 15 for June admission:

1. Completed graduate application form.
2. Nonrefundable application fee.
3. All undergraduate and graduate transcripts from accredited degree-granting institutions including proof of an approved master's degree with a GPA of 3.3 or higher.
4. Three letters of recommendation, preferably from faculty who have taught the applicant, that address the applicant's ability to succeed in doctoral studies. Recommenders must include professional title and contact information.
5. GRE test scores no more than five years old.
6. A 15-page paper completed for a master's degree course.
7. An on-site writing sample.
8. A current résumé.

Application files must be completed within one year of the initial application submission or individuals may be required to resubmit materials. All application materials become a permanent and confidential part of the University records and are not returned.

International applicants should also refer to the segment on "International Students" in this section of the catalog for additional application information and requirements.

Admissions Criteria

Salve Regina University evaluates the total application package. An applicant to the doctoral program must:

1. Possess both a bachelor's degree and a master's degree earned from regionally accredited U.S. institutions of higher learning or equivalent degrees from a nationally accredited college or university outside the U.S. Documentation of degree equivalencies must be submitted by an agency authorized to do so.
2. Have a cumulative grade point average in the master's program of 3.3 or higher.
3. Provide three letters of recommendation that support the ability to engage in doctoral studies.
4. Demonstrate through scores on the GRE that he or she has potential to do well in doctoral studies.
5. Provide evidence of quality research and writing skills on a paper submission from previous master's degree course work.
6. Show evidence through an interview with the program director that he or she understands the theme of the doctoral program and is motivated to do research relating to humanities and technology.
7. Through an on-site writing sample show an understanding of humanities that suggests an adequate foundation for doctoral studies in this program.

Program of Study

Upon acceptance into the doctoral program, students are required to meet with the program director. The purpose of this meeting is to establish a tentative plan of study and to evaluate graduate credits from other institutions for applicability to the proposed course of study. Students in the Ph.D. program are required to meet with the program director again following their completion of the Proficiency phase.

Certificate Programs

The Certificate of Graduate Studies (CGS)

The Certificate of Graduate Studies (CGS) is designed for those students who wish to pursue graduate study but may not be interested in obtaining a master's degree. It may be earned by students with baccalaureate degrees or master's degrees from accredited institutions in areas related to the field of study. The courses for a certificate program must be approved by the program director. Twelve to fifteen credits of graduate study are required for the certificate. Students are encouraged to contact the program director prior to enrolling in graduate certificate courses to assure the appropriate selection of courses. Should a student desire to continue beyond the certificate by entering the master's program, he or she should contact the Office of Graduate Admissions. If the student is accepted, the required courses already completed will be applied to the master's degree consistent with University policy.

The Certificate of Advanced Graduate Studies (CAGS) is designed for those students who have completed a master's degree from an accredited institution and who are seeking advanced knowledge within their field of study. Students should consult with the program director in advance of pursuing this certificate regarding the appropriate program for their career interests.

How To Apply for the CGS or CAGS Program

The following materials must be submitted to the Office of Graduate Admissions:

1. Completed application form.
2. Official transcripts from all degree-granting institutions attended.
3. Nonrefundable application fee.
4. One letter of recommendation from a person able to evaluate the candidate's academic potential. If the applicant is a Salve Regina University student or graduate, this letter may be waived by the program director.

International Students

Salve Regina welcomes students from other countries to participate in its graduate programs. Individuals must have a bachelor's degree earned from a regionally accredited U.S. institution of higher learning or an equivalent degree from a nationally

accredited college or university outside the U.S. Degree equivalencies must be determined by Salve Regina University or a designated organization identified by the University.

Applicants who are non-native English speakers are required to report scores from the Test of English as a Foreign Language (TOEFL). In order to be considered for admission in the graduate program, an applicant's TOEFL score must be a minimum of 600 on the paper-based test, 250 on the computer-based test, or 100 on the Internet-based test. Language proficiency exams are not required of those students who have earned a degree from a non U.S. university where the primary language of instruction is English, or from a college or university in the U.S.

U.S. immigration laws require international students with student visas to engage in full-time study each semester (nine credits) and to make satisfactory progress toward a degree.

Application Instructions for International Students

International students must submit the following materials to the Office of Graduate Admissions at least six months prior to the proposed start of study:

1. Completed graduate program application.
2. Nonrefundable application fee.
3. Official transcripts of all completed undergraduate and graduate work. A certified English translation must accompany all non-English transcripts. If undergraduate and graduate work were done in institutions outside of the U.S., documentation of degree equivalencies must be submitted by an agency authorized to do so.
4. Letters of recommendation, preferably from faculty who have taught the applicant (two letters for master's degree applicants; three letters for doctoral degree applicants). Recommenders must include professional title and contact information.
5. Test scores no more than five years old from one of the following: Miller Analogies Test (MAT), Graduate Record Examination (GRE), Graduate Management Aptitude Test (GMAT).
Please note that this examination requirement may be waived for students whose portfolio indicates a strong ability to do graduate work. Applicants should contact the Office of Graduate Admissions for more detailed information.
6. One of the following proofs of English proficiency: evidence that undergraduate instruction and course work have been done in English; Test of English as a Foreign Language (TOEFL); International English Language Testing System (IELTS).

After we receive the above documentation you will be asked to submit a completed I-20 application form with financial verification. Upon completion of the I-20 application form, you will receive a Salve Regina University I-20 which will allow you to apply for an F-1 visa.

You also need to provide proof of immunization. The State of Rhode Island requires proof of the following vaccinations: measles/mumps/rubella, tetanus, varicella/chicken pox.

Non-matriculated Status

Those with baccalaureate degrees or higher who want to continue formal education for professional or personal enrichment may enroll as non-matriculated students with permission of the appropriate dean for no more than three courses. For those students seeking certificates or degrees, required courses taken prior to acceptance into a program may be credited toward the degree or certificate if the student is accepted and matriculated into the program, consistent with University policy. In order to be accepted and matriculated into a program, non-matriculated students must complete an application that is reviewed according to University policy and standards. Completion of courses as a non-matriculated student does not guarantee admission into a program. You are strongly advised to contact the appropriate graduate program director in order to choose the course schedule that best meets your needs.

Online Studies

Salve Regina University provides an alternative to traditional classroom learning by acknowledging needs of students whose personal and professional circumstances make regular on-campus study difficult. Salve Regina University has been providing master's programs by extension for the past 22 years. Salve Regina offers a Master of Business Administration, a Master of Arts in International Relations, Master of Arts in Humanities, a Master of Science in Administration of Justice, Master of Science in Healthcare Administration and Management and Master of Science in Management, plus several professional certificates, completely online. These programs of study completed online are the same as those completed by on-campus students. Admissions criteria and University policies are the same as for on-campus programs.

Online Course Structure

All online courses are accessed through the Internet. Once students register for a course, they are notified of their user names and passwords. Online courses are offered in three formats: online self-paced, online interactive and hybrid.

Self-paced courses (campus code 90) are available to students on the first Monday of every month and students have four months to complete them. Courses are organized into three to five learning units, with one assignment per unit. You determine when you turn your assignments in, though we recommend one every three weeks. You will work with the textbook and the online course materials to meet the learning objectives of the course. Your assignments are submitted and returned electronically through the course assignment tool. E-mail and chat tools are available for you to contact your instructor as well as interact with fellow students.

Online interactive courses (campus code 95) have specific start and end dates. In these courses, students interact with other students and have the ability to participate in discussions with classmates and faculty. Communication is asynchronous; there is no requirement for members of the class to be online at the same time. This interactive environment enriches course content, provides opportunity for discussion, and encourages the exchange of ideas.

Hybrid Courses (campus code 93) blend classroom learning and online learning. Because much of the course content and some activities are moved online, the number of class meetings over the course of a term or semester is reduced. It is very important to check the schedule of classes for starting dates, as some courses begin online before meeting in the classroom, while others have an initial class meeting and then continue online.

Textbooks for online courses are available online from the bookstore. Textbooks should be ordered before the course begins to ensure that you will not fall behind in your course work.

Students unable to complete course work within the scheduled time should carefully read the guidelines for the incomplete process and the course withdrawal process in the “Academic Policies” section of this catalog.

Computer Requirements for Online Courses

Online courses are delivered via the Internet using course management software. Students must use a supported Web browser to access the Internet and courses. For more information, visit our Web site at www.salve.edu/graduatestudies/ for the most current and updated technical assistance.

The campus uses Microsoft Office. All written papers need to be saved in a file format compatible with Microsoft Word. Some business courses require spreadsheet software for their assignments. Students will need to save their assignments in a format compatible with Microsoft Excel. Additionally, some courses may require plug-ins to access course material. The Web site above also lists links to the most common plug-ins needed.

Registration

Students may register online for online classes at the following web address: https://www.salve.edu/secure/esalve_regapp.cfm.

Students may also register for all on-campus and online courses in person at the Office of the Registrar located on the second floor of McAuley Hall. Office hours are 8 a.m. to 5 p.m., Monday through Friday. Registration materials can be obtained from the Office of Graduate Admissions or on the Web site at www.salve.edu/graduatestudies/schedule.cfm and may be faxed or mailed.

Online Course Registration

Self-paced courses are available to students on the first Monday of every month and students have four months to complete them. Online interactive courses, as well as on-campus courses, have set start and end dates with specific registration periods. Check the most current course schedule for registration dates. Registration for eight-week online interactive courses after the start date needs the permission of the instructor. Registration for fifteen-week on campus courses ends on the final day of the add-drop period as stated in the course schedule book.

Academic Standards

Academic Honor Code

All students are expected to accept and abide by the values of honesty, integrity and truthfulness in their academic work. Sanctions imposed by course instructors for academic dishonesty — such as plagiarism or cheating — range from failing the work involved, to failing the course. Repeat offenders risk dismissal from the University. Records of violations and sanctions are maintained in student files. Appeals are to be directed to the vice president for academic affairs or the vice president's designate.

Academic Probation

A cumulative grade point average of B (3.0) is required to qualify for a degree. Students whose cumulative grade point average falls below 3.0 in any given semester are considered to be on academic probation for the following semester. Those on probation for two continuous semesters may be dismissed upon recommendation of the program director.

Grade Interpretation

Grade	Interpretation	Quality Point Value
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A	Excellent	4.00
A-		3.70
B+		3.30
B	Good	3.00
B-		2.70
C	Minimally competent	2.00
F	Failure	0.00
P	Pass	0.00
I	Incomplete	

Given when a course requirement has not been completed. Must be resolved by date on the incomplete form or I becomes F.

AU	Audit	
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Student fulfills all course requirements other than taking exams. No credit is awarded.

W	Withdrawal	
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Course dropped with permission. Students may not withdraw after the last class meeting. No credit is awarded.

Cumulative Grade Point Average (GPA)

The cumulative grade point average is the weighted average of all grades and credits used to indicate academic progress. The cumulative GPA is computed by multiplying the quality point value of the grade by the number of credits attached to each course, adding this number for all courses taken, and dividing the sum by the total number of quality credits. Note: Grades of P, I, AU, and W are not computed in the grade point average.

Course Repeat Policy

Allows graduate courses to be repeated, with the lower grade excluded from the GPA, and duplicate credits excluded from the cumulative total.

Incompletes

It is highly important for students to complete all assigned course requirements by the scheduled end date of their courses. But when students decide they will not be able to do so, it is equally important that they follow the procedure for requesting an incomplete grade. Before the scheduled end date of the course, students must request an incomplete grade with their instructor. If the request is approved, the instructor will complete the official form and submit it directly to the Office of the Registrar. Official forms are located at the following link www.salve.edu/offices/registrar/forms/pdf/IncompleteGraduateForm.pdf.

Incomplete grades are neutral – they have no effect on the GPA. However, it is crucial for the student to finish the work by the completion date indicated on the form; otherwise the Incomplete will become an “F.”

Grade Review – Resolving Questions

All requests for a review of a semester grade must address the process followed in calculating the final grade and not the instructor’s evaluation of the student’s work. Students must first attempt to resolve their questions informally with the instructor. If no resolution is achieved, students who wish to pursue a formal grade review need to adhere to the following process and schedule:

1. A request for a review of a semester grade must be made in writing by the student to the course instructor no later than 30 days after the date semester grades become available to students online at ‘My Salve.’ The student sends a copy of this request to the Director of the program which offered the course and to the appropriate dean.
2. Within 10 working days of the receipt of this request, the instructor shall forward to the student, the program director, and the appropriate dean a written grade review. The grade review will consist of:
 - a) A copy of the course syllabus outlining assignments, tests and examinations, along with their respective percentage weights to the final grade calculation;
 - b) The student’s grades for all tests and assignments;
 - c) A demonstration of the calculations by which the final grade was determined.

A student who finds the review unsatisfactory (i.e., there are still questions remaining regarding the calculation) may present the case to the graduate program director in which the course was offered within 10 working days of the receipt of the review or, if the instructor is also the program director, directly to the appropriate dean. The program director or dean will have 10 working days in which to respond. If necessary, a final appeal may be made to the dean within 10 working days of the program

director's response, and the dean will have 10 working days in which to determine the matter. The dean's decision in the matter will be final.

Academic Policies

Academic Calendar

Salve Regina's academic year includes a fall and spring semester and two summer sessions. Calendar information may be found in the Schedule of Classes, at the beginning of this catalog, and on the Web site at www.salve.edu/acad-calendar/.

Academic Load

Students may pursue graduate degrees on either a full-time or part-time basis. Full-time graduate students take at least three and no more than four courses (nine to twelve credits) in a degree program each semester. Students employed full-time are advised to register for no more than two courses (six credits) each semester. Students are also advised to register for no more than one course each summer session. All graduate courses are three credits unless otherwise noted.

Attendance

For on-campus courses, class participation is considered an essential part of the educational experience. Students are expected to attend all classes and to be responsible for course content. Faculty members establish attendance policies for their courses.

Cancellations

Classes cancelled due to inclement weather or other emergencies will be announced through the University's central switchboard (401-847-6650), local radio and television stations, and on the Web site.

Confidentiality of Student Information

Procedures for the release and disclosure of student records maintained by the University are in accordance with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA). Where the law is silent, the University is guided by the principles that the privacy of an individual is of great importance and that as much information as possible in a student's file should be disclosed to the student upon request. University officials may have access to student information when access is necessary for legitimate educational interests such as appropriate advising relating to the student's academic or campus life. Third parties have access to personally identifiable student records or information only with the student's written consent or as otherwise provided by FERPA. Parents and guardians are considered third parties who need a written release signed by the student to gain access to student records (Parental Release form). Detailed guidelines for release and disclosure of information are available from the Office of the Registrar. These guidelines comply with FERPA and the Students' Right to Know/Campus Security Act of 1990.

Required graduate student theses and other papers authored by students may be made available by the University for the research purposes of third parties with the students' permission.

Course Numbers

Graduate level courses have numbers of 500 and above. Courses numbered 600 and above are limited to doctoral or CAGS students.

Course Changes

Students may add and drop courses without academic penalty any time prior to the second class meeting. Refunds of tuition are calculated on a pro-rated basis. If a student does not officially drop or withdraw from a course prior to the last class, a final grade will be given.

Graduation Requirements

To qualify for graduation, candidates must be fully matriculated in their respective graduate programs and complete all requirements in which at least 60% must have been completed at Salve Regina University with a minimum grade point average of 3.0. All students seeking a master's degree exclusively online must complete the Graduate Student Enhancement Program. Please see requirements below.

Graduation Procedures

Candidates intending to graduate must submit a completed File-for-Degree Form to the Office of the Registrar six months prior to the May Commencement ceremony. All program requirements must be complete before conferral of the degree and participation in Commencement ceremonies. Where applicable, the following documents also must be on file prior to graduation:

- Official transcripts validating any transfer credit to be applied toward the degree
- Evidence of an exit interview with the director of financial aid

Graduate Student Enhancement Program

All students completing their graduate degree exclusively through online study must complete the Graduate Student Enhancement Program prior to graduation.

Students will be asked to read material on the mission of the University. This material can be found on the Graduate Studies and Continuing Education Web site www.salve.edu/graduatestudies/enhancement.cfm. Students will then write a reflective paper describing how they will integrate aspects of the University's mission into their personal and professional development.

This paper should also include an explanation of how the student plans to utilize their educational experiences consistent with the values, ethics and directions developed during their studies at Salve Regina University and how these experiences have changed their view of the world.

Special Enrollment Sections

Matriculated students who want to pursue graduate level independent study, directed study, thesis, or internship courses for credit need to discuss proposed work with the instructor and program director. If the proposal is approved, a special enrollment section form (located on the University Web site, Registrar's link) must be completed, signed and approved by the appropriate dean, and then presented at registration. Note: Please view special enrollment course descriptions in the Graduate Program section located in the catalog.

Directed Study

A regular graduate catalog course taken by a student for credit may be pursued through directed study when the faculty does not offer the course during the semester. It is a research-oriented course used to fulfill a program requirement and provides opportunity to explore, in greater depth, the coursework under the direct supervision of a Salve Regina University faculty member. A list of suggested readings and/or assignments along with regularly scheduled meeting dates with the supervising faculty is required in advance of the study (*see guidelines and appropriate forms located on the University Web site, Registrar's link*).

Independent Study

A focused study on a subject outside the graduate catalog is the foundation for independent study. An independent study provides opportunity for original and in-depth research on a specific topic or regional issue of the candidate's interest and professional focus. It is an important part of the curriculum and should be used to supplement existing coursework. A student selects a topic of research from a single field of learning or one which is interdisciplinary and prepares a research paper to be submitted at the end of the semester (recommended minimum of 20 pages). The quality of the research paper should be appropriate to graduate level research. A list of preliminary reading and/or assignments and a means of assessment/evaluation are clearly defined in advance of the study. *Prerequisite: A minimum GPA of 3.2 is required (see guidelines and appropriate forms located on the graduate Web site).*

Internships

Individual work experience or a project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of the internship varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 240 hours (80/credit) of on-the-job experience occurring within a semester. The number of hours may be reduced if the internship involves significantly more writing as required by the faculty (*see guidelines and appropriate forms located on the University Web site, Registrar's link*).

Thesis Option

In some programs, students may decide to write a six-credit thesis under appropriate faculty direction and with the permission of the program director. Details are established prior to registration and in consultation with the thesis supervisor and the program director.

Continuous Enrollment

Students are expected to have continuous enrollment throughout the program. Students who are not enrolled for more than two consecutive semesters without an approved leave of absence from the appropriate dean will be withdrawn from the University. Those who are withdrawn and desire to return for further studies are invited to apply for readmission. Readmission forms may be obtained from the Office of Graduate Admissions. After an extended period of program interruption, the appropriate program director may require the student to reapply to the program. Readmitted students must follow the curriculum and guidelines in effect at the time of readmission.

Leave of Absence

Students, who know they will be unable to take courses for more than two consecutive semesters for either medical or non-medical reasons, must request a leave of absence in order to remain active. Students must submit a request for a leave of absence in writing to the Office of Professional Studies.

Withdrawal from the University

Withdrawal may be initiated by the student or by the University. If coursework is in progress, the student should initiate the withdrawal in order to obtain non-punitive “W” grades and any applicable pro-rated refund.

Time is of the essence for tuition refunds; the date the request for withdrawal is received will determine the percentage of tuition refunded to the student. Students who do not complete the required forms will be responsible for full semester tuition charges. Please refer to the “Financial Information” section of this catalog for details on tuition refunds. Students who receive financial aid must arrange for an exit interview with the director of financial aid.

Withdrawal from a Course

Students who want to withdraw from an on-campus, online or hybrid course after the drop/add deadline must make this request in writing and have it approved by the appropriate dean. They can do so by submitting a course withdrawal form (available from the Office of the Registrar), writing a letter, or sending a fax. If the request is approved, a grade of “W” will appear on the student’s transcript. All withdrawal requests must be received by the Office of Graduate Studies prior to the last class meeting. Please refer to the “Financial Information” section of this catalog for details on tuition refunds.

Time Limitations

Master's degree work must be completed within five years of matriculation and doctoral work must be completed within seven years of the comprehensive examination.

Non-credit Registration

Students in good academic standing may audit courses (based on seat availability) to receive an AU (no credit) on their transcript with permission of the dean. They must complete all course requirements except exams. Tuition for audited courses is listed on the Graduate Studies Web site. Students may not change registration from credit to audit or audit to credit after the end of the first week of class. Note: Self-paced courses are not available for audit.

Transfer of Credit

Students may petition to transfer up to 40% of the credits required of a particular graduate master's program if the following conditions apply: courses are appropriate for that particular graduate program; students received a grade of B or better in each course requested for transfer; credits transferred were not applied toward a previous degree; credits were obtained from a regionally accredited institution; and credits were earned within eight years of the petition for transfer. Transfer credit may be considered for studies in certain specific non-degree academic programs of military or professional schools at the graduate level, provided the programs are recognized by an agency approved by the American Council on Education. Transfer credits must be authorized by the appropriate dean after recommendation by the program director.

Transcripts

Transcripts are released following a written student request and payment of the appropriate fee or when mandated by law. Transcript services may be denied to students who have outstanding financial obligations to the University.

Computer and Network Use Policy

Introduction

Salve Regina University is dedicated to the mission of "seeking wisdom, promoting universal justice and through teaching, research and community service to work for a world that is harmonious, just and merciful." In support of this mission, the University provides access to information technology resources (including computer networks and computer equipment) to its faculty, students, staff and other members of the University community. The computer and network use policy contains the University's philosophy and requirements governing faculty, students, staff and other members of the community in their use of the University's information technology resources.

General Principles

The information technology resources are to be used exclusively to further the mission of the University. All members of the University community have the obligation to use

these resources in a manner consistent with this goal.

The University's information technology resource is a finite, shared resource of its community worthy of respect. As such, the University expects each member of the community to use these resources responsibly, ethically and to comply with the policy, relevant laws and contractual obligations to other parties. The use of these resources is a privilege. If a member of the community fails to comply with the policy or relevant laws or contractual obligations, that member's privilege may be revoked.

Members of the University community should seriously bear in mind that their use of the University's resources contribute to the perception that the public at large has of the University. In addition, each time a member of the University community uses these resources (such as sending e-mail) in relation to non-University persons or entities, that member is identified as belonging to the University community. As such, everyone should use these resources consistent with the freedom of expression but without compromising the integrity and well-being of the University.

Computer Account and Revocation Procedures

All members of the University community are provided with a network user name and password upon their enrollment in a course or the start of their employment. Access to the University's network system may be revoked temporarily or permanently if one's information technology related behavior or use of one's network account falls within one or more of the following circumstances:

1. Involvement in violation of federal or state law or criminal activity.
2. Behavior that constitutes a violation of a University policy or code, including this policy.
3. The use of the Internet or the University's computer network and associated resources for one's own commercial gain, or for commercial purposes not officially sanctioned by the University.

Your use of your account constitutes acknowledgement and acceptance of all published rules and regulations regarding the network, including this policy.

Freedom of expression and an open environment within which to pursue scholarly inquiry and to share information are encouraged and supported at the University. While the University rejects censorship, behavior that constitutes misconduct will not be protected. Such behavior includes, but is not limited to, use of the University's information technology resources in connection with child pornography, harassment of any kind, copyright infringement, theft, unauthorized access and other violations of the law.

Privacy

Members of the University community are entitled to privacy in their use of information resources. Each user number, login name, account name, or any other user name and associated password belongs to an individual or a department. No one should use a user number, login name, any user name or account name and password

without explicit permission from the owner. No one should use aliases, nicknames, pointers, or other electronic means to attempt to impersonate, redirect, or confuse those who use the information resources. Each member of the University community shall accept the burden for the responsible use and dissemination of his or her user number, login name, user name and account name and password and is further responsible for any authorized use of one's account.

The University, to fulfill its responsibility to the academic community, reserves the right to monitor periodically the activities on its network system. Further, the University may be subject to subpoena or other lawfully mandated legal process related to unlawful use or other violations which will subject the entire network or individual accounts to outside monitoring.

Intellectual Property

The University expects all members of its community to respect the property of others and to be aware of how intellectual laws, regulations and policies apply to the electronic environment. In this regard, all personnel should be familiar with the University's copyright policy, the Faculty Manual and the Student's Handbook. No member of the University community shall use another's material or property in a way that violates copyright law or infringes on the rights held by others. In particular, the unauthorized duplication or use of software that is licensed or protected by copyright is theft.

Members of the University community should recognize that placing their work in the electronic public domain may result in widespread distribution of their work and could jeopardize their rights to that work. One should assume that works communicated through the network are subject to copyright unless there is a specific disclaimer to the contrary.

Academic Dishonesty/Plagiarism

All students are expected to accept and to abide by the values of honesty, integrity, and truthfulness in their academic pursuits. Sanctions for violations of academic honesty, such as plagiarism or cheating, are imposed by the course instructor and range from failure for the work involved to failure of the course. A record of violations and sanctions is maintained in the student's file. Repeated violations may result in dismissal from the program or University. Appeal is to the VPAA or the VPAA's designee.

Plagiarism occurs when a person uses someone else's creative work but fails to give that person credit or when an author's exact words are used and credited without so indicating with quotation marks or block indentations. It also occurs when a person uses words very close to those in a source, and it is evident that a given statement could not have been written without access to that source. Every person should devote particular attention to the method of properly referencing electronic sources. For specific guidance see Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations* or Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*.

The University recognizes that all its faculty, students, staff and other members of the University community are also bound by local state and federal laws related to electronic media, copyrights, privacy and security.

Salve Regina E-mail Policy

In accordance with Salve Regina e-mail policy, only the salve.edu e-mail account is used for student academic and business electronic communications.

All electronic communication initiated by University offices for students is sent to students' Salve Regina University e-mail accounts. This applies to all undergraduate and graduate students, and includes important announcements, individual notices, and course notifications.

The Salve Regina e-mail account provides the University a means of communicating effectively without being unduly concerned when other e-mail accounts become invalid. It is important to emphasize that Salve Regina does not send information to students using any other e-mail account.

It is important that students check their Salve Regina Web mail often. The Office of Information Technologies provides detailed guidelines about the procedures for all students. Students who need help with the log-in should contact the Salve Regina Help Desk at helpdesk@salve.edu.

Financial Information

Student Financial Responsibility

All payments are due before registration. No registration is complete until all financial obligations are met and all conditions for eligibility for registration are satisfied.

It is the student's responsibility to keep addresses current, including home, local, and billing addresses. To do so, students should complete the Change of Address Form, available in the Office of the Registrar.

Students are responsible for verifying to the Business Office both University and outside financial assistance to be applied against the invoice. Students should not rely on banks or other agencies to do this.

The University reserves the right to cancel registration, prevent future registration, prevent participation in Commencement ceremonies, and hold diplomas, transcripts and records until financial obligations have been met in full.

Tuition and Fees

The University reserves the right to change tuition and fees. A current listing of tuition and fees may be found on the Graduate Studies Web site. Charges are payable in advance, and registration remains incomplete until all financial obligations are met.

Checks returned for insufficient funds are charged to student accounts. Unpaid charges (greater than six months without payment or default on a signed promissory note) will be placed with a third party collection agency and the student will be liable for all additional costs associated with the collection of the unpaid charges. Collection costs will significantly increase the student’s financial obligation.

Financial Aid

Financial assistance is available for graduate students in the form of federal and private loans. Eligibility is limited to accepted students, enrolled at least half-time in a degree or certificate granting program at the University. (Conditionally accepted students are eligible for a maximum of two semesters.)

To be eligible for federal financial aid, you must apply each academic year. Since each graduate student’s financial aid is calculated based on the individual’s unique schedule and charges, it is your responsibility to inform the Office of Financial Aid of any changes to your schedule for each enrollment period.

For your convenience, complete instructions with links to required forms are available in the Admissions/Financial Aid section of the Salve Regina University Web site at www.salve.edu.

Salve Regina University is approved for veterans’ benefits. Interested persons should contact their local Veterans Affairs office or phone 1-888-GI-BILL-1 (1-888-442-4551) for assistance.

Refund Policy for Withdrawal from Campus-Based Courses

Students are eligible for refunds of tuition according to the following schedule, provided they have followed the procedure outlined in the “Withdrawal from a Course” or “Withdrawal from the University” sections of this catalog:

1. A student who leaves the University during or at the end of a semester shall not be charged for the next semester. However, if the student has already registered for classes for the next semester, the student is responsible to drop the same classes before the next semester starts, using the drop/add form in the Office of the Registrar.
2. A student who leaves the University (except under #5 below) or changes his or her enrollment during a semester shall be eligible for a tuition and room and board refund during the first five weeks, according to the following schedule:

Withdrawal before classes begin	100%
Withdrawal before start of the second week of the semester . . . . .	.90%
Withdrawal before start of the third week of the semester . . . . .	.80%
Withdrawal before start of the fourth week of the semester . . . . .	.70%
Withdrawal before start of the fifth week of the semester . . . . .	.60%
Withdrawal before start of the sixth week of the semester . . . . .	.50%
Withdrawal after start of the sixth week of the semester	0%

- Withdrawal from weekend workshops (after workshop starts)0%
- 3. The tuition refund schedule for campus-based “compressed” courses that meet eight weeks or fewer in a semester is as follows:
 - Withdrawal before classes begin100%
 - Withdrawal before the 10th calendar day from start of course80%
 - Withdrawal before the 16th calendar day from start of course60%
 - Withdrawal after the 15th calendar day from start of course0%
- 4. The tuition refund policy for campus-based courses offered in summer sessions is based on the following schedule:
 - Withdrawal before classes begin100%
 - Withdrawal during the first week of class80%
 - Withdrawal during the second week of class60%
 - Withdrawal after the second week of class0%
 - Weekend workshops (after a workshop has started)0%
- 5. A student who is suspended, dismissed, or withdraws when under investigation for misconduct shall not have tuition refunded for the semester in which action is taken.
- 6. Refunds for student withdrawals will be processed within 30 days after the University has received notification of withdrawal.

Refunds of tuition will be calculated based on the date the Office of Professional Studies receives a written official request for withdrawal. All fees are nonrefundable. The University reserves the right to charge an administrative fee for refunds of this nature.

Refund Policy for Withdrawal from Online and Campus-Based Eight-Week Courses

Students are eligible for refunds of tuition according to the following schedule provided they have followed the procedure outlined in the “Withdrawal from a Course” section of this catalog.

- 1. Refunds for full-semester and four-month courses are as follows:
 - Withdrawal before classes begin100%
 - Withdrawal before start of the second week of the course90%
 - Withdrawal before start of the third week of the course80%
 - Withdrawal before start of the fourth week of the course70%
 - Withdrawal before start of the fifth week of the course60%
 - Withdrawal before start of the sixth week of the course50%
 - Withdrawal after the start of the sixth week of the course0%
- 2. Refunds for eight-week courses are as follows:
 - Withdrawal before classes begin100%
 - Withdrawal before the 10th calendar day from start of course80%
 - Withdrawal before the 16th calendar day from start of course60%
 - Withdrawal after the 15th calendar day from start of course0%

Refunds of tuition will be calculated based on the date the Office of Professional Studies receives a written official request for withdrawal. All fees are nonrefundable. The University reserves the right to charge an administrative fee for refunds of this nature.

Refunds for Students Receiving Federal Financial Aid

Students who receive Title IV Federal Financial Aid, such as Stafford Loans, Plus Loans, Perkins Loans, Nursing Student Loans, SEOG Grants or Pell Grants, are subject to repayment as mandated by the federal government. Up until the 60 percent completion of the semester, all Title IV funds are repaid based on a strict prorated percentage of time completion over the entire semester. After the 60 percent completion date of the semester, all Title IV funds are considered earned and are retained by the student.

Refunds for Students Receiving University-Sponsored Aid

Students who receive University-sponsored financial aid such as grants are subject to the same policy as tuition. Therefore, if a student is entitled to a percentage of tuition due to early withdrawal, the same percentage of the grant will be refunded to the University.

The above calculation will be performed within 30 days after University withdrawal or 30 days after the University becomes aware of the student withdrawal.

The Campus

Salve Regina University adjoins Rhode Island's renowned Cliff Walk and overlooks the Atlantic Ocean. Its 78-acre campus, which is within walking distance of Newport's center, combines majestic gardens and horticultural attractions with historic and modern architecture.

Salve Regina is located 40 minutes from Warwick's T.F. Green Airport and two hours from Boston's Logan Airport. The University is accessible to Providence, Boston, New York, and Cape Cod by interstate highway.

Administrative and Academic Facilities

The Office of Professional Studies, including the Offices of the Dean of Professional Studies, Graduate and Continuing Studies, and Graduate Admissions, is located on Shepard Avenue. The Office of the Registrar, the Offices of the Vice President for Academic Affairs, and the Dean of Arts and Sciences are on the second floor of McAuley Hall.

Classrooms, laboratory facilities, and faculty offices are concentrated in nine buildings: O'Hare Academic Center, Angelus, Marian, McAuley Hall, McKillop Library, and Wakehurst on Ochre Point Avenue; Mercy Hall on Lawrence Avenue; the Young Building (which also houses the Pell Center for International Relations and Public

Policy) on Ruggles Avenue; Miley Hall on Webster Street. In addition, off-campus courses are offered at the Blackstone Valley Visitor Center in Pawtucket, R.I.

The Library

Salve Regina's McKillop Library opened in 1991 and now contains over 150,000 print volumes, 3,000 DVDs, CDs, and audiobooks, and maintains subscriptions to 50,000 electronic journals which are indexed in over 100 online databases. Remote access to most of these resources is available to students and faculty 24 hours per day via the library Web site. The library contains over 100 public workstations (PCs and Macs) located throughout the building that are available for research use.

In 2009, a Learning Commons opened on the main floor which consists of collaborative group workstations, as well as comfortable furniture and a small café. A multipurpose room on the main floor is equipped with 26 workstations, a Smartboard, and an instructor's workstation for group hands-on instruction classes. This room also contains a central conference table with 14 recessed laptop computers and may be booked by student groups when not in use for other functions.

The library is a member of HELIN (Higher Education Library Information Network), a library consortium of nearby academic institutions and hospitals which share a common library system. Through HELIN, students and faculty may initiate direct online requests to borrow over six million items jointly held by member libraries. The library participates in a daily statewide library delivery service that provides items requested from other libraries. Salve Regina students may use all of these library facilities, and check out materials on site by showing a valid Salve Regina identification card.

In addition, the library is a member of the Consortium of Rhode Island Academic and Research Libraries (CRIARL), a larger group of Rhode Island research libraries that also shares resources. Requests for other research materials not held by either HELIN or CRIARL libraries may be requested online via an electronic interlibrary loan form.

The library is also a partial United States Government Documents Depository Library and makes its resources available to the Newport community at large.

University Computer Laboratories (UCL)

The University Computer Labs center provides technology and support for computer classrooms from our office in room 002 on the garden level of the McKillop Library, where there is a walk-in computer room right next door. There are computer classrooms located in the Antone Academic Center for Culture and the Arts, McKillop Library, and O'Hare Academic Center. The computer labs center provides access and support to both PC and Mac computers, printing, scanning, multimedia services and classroom technology. In the Antone Academic Center, we provide access to two Mac labs, and a Mac digital photo lab. In O'Hare we provide labs for learning and testing in Microsoft certification. McKillop Library has the walk-in room and three PC classrooms, along with a number of Macs. In the Blackstone Valley location in

Pawtucket for Graduate Studies, we support a nine computer PC lab with Internet access and printing, technology in all four classrooms, and a 12 PC mobile laptop cart. For assistance in any lab or classroom, call our Help Desk extension at 341-7777, option one.

The labs in McKillop are open seven days for 92 hours per week throughout the semester. Students are required to have a valid Salve Regina identification card, to follow a code of ethics for computing, and to login with their Salve issued network ID. Professional staff and student lab monitors are available during all Computer Labs Center operating hours to assist you. Current hardware and software configurations allow students the advantage of technology that will be useful in their studies and the future job market.

Schedules indicating availability are posted outside of each lab. Labs are used for formal teaching, supporting curricula, and individual learning assignments. Utmost attention is paid to making the labs and their resources available for student needs. Questions relating to the schedules are to be addressed to the lab staff in McKillop Library room 002, or at 341-2985.

University Auxiliary Services

Bookstore

The University Bookstore, located in Miley Hall, carries academic and general interest books, as well as a full line of school supplies including computer related merchandise. Textbooks for online and campus-based courses are available online from the bookstore. Textbooks should be ordered before the course begins to ensure that you will not fall behind in your course work.

The bookstore provides health related items, Salve Regina imprinted clothing and gifts, greeting cards, room accessories, and snacks and beverages. The store accepts MasterCard, Visa, Discover, American Express and personal checks. Payments may be made with the Salve Regina card.

The bookstore's Web site may be accessed at www.salve.bkstr.com.

Business Office

The Business Office, located on the second floor of Ochre Court, maintains the University's record of financial transactions relating to individual students. Payments to the University from tuition fees and other financial obligations are made to this office.

Design Services and Copy Center

Both of these offices are located on the garden level of the McKillop Library. The Office of Design Services provides graphic design expertise in document preparation

for the University's academic and administrative departments for items that are to be printed off-campus, mailed, or printed at the copy center. Photocopying, duplicating, and binding services are available in the Copy Center.

Safety and Security

The Office of Safety and Security strives to preserve the safety, security and well-being of the University community through 24-hour coverage. The security staff are trained in first aid and CPR and receive regular in-service training. Staff work to prevent crime, provide high visibility security patrols, and respond quickly and effectively to the University community needs. Crimes involving violence, major property loss, or felony charges are reported immediately to the appropriate outside agency.

The office maintains strong working relationships with other University offices as well as with local police and fire departments. Through training materials and presentations, the office highlights the importance of education as the key element in crime prevention. The office strives to increase awareness of campus safety, and encourages all to report suspicious activity on campus.

Vehicle Registration and Parking

Eligible full-time and part-time students, faculty and staff intending to have a vehicle on campus must have it registered each academic year through the Office of Safety and Security in Tobin Hall. A decal for on-campus parking is issued and a service fee is charged. All campus parking areas are clearly posted.

Fines are levied on those who do not observe parking regulations. The Office of Safety and Security has the authority to tow, at the owner's expense, any vehicle on University property that violates parking signs and regulations.

Student Identification for Use of On-Campus Facilities

Salve Regina University identification cards are available to all new students at the time of initial enrollment by the Office of Safety and Security. Identification cards provide access to the University computer laboratories, the McKillop Library, the cafeteria and to other specific buildings, functions or events. Identification cards should be carried at all times, since students may be asked to present them to University officials upon request. They are to be retained until graduation or departure from the University. If lost or stolen, cards should be reported immediately to the Office of Safety and Security. A \$10 replacement fee will be charged.

Procedures and Hours to Receive Parking Decals and Student Identification

The Office of Safety and Security in Tobin Hall is open from 8 a.m. to 5 p.m. each weekday for processing decals and identifications. In addition, this office remains open until 6 p.m., Monday through Thursday during the first two weeks of classes each semester, specifically to assist those unable to come earlier. Since Tobin Hall has

limited accessibility, all students needing accommodations based on disability, should contact the Office of Graduate Studies and Continuing Education to arrange alternative procedures.

Off-Campus Classes

At times, the University may offer off-campus graduate courses at other locations throughout Rhode Island. Consult the latest schedule of classes on the University's Web site.

Administration of Justice

Master of Science in Administration of Justice

Concentrations and Certificates of Graduate Studies (CGS)

Classes are offered at our Newport campus, the Blackstone Valley Visitor Center in Pawtucket, and online.

Director: Daniel Knight, M.A.
knightd@salve.edu
(401) 341-3255

Accredited by the New England Association of Schools and Colleges (NEASC).

About the Programs

The Administration of Justice programs endeavor to address the professional requirements of justice practitioners. As a University community that recognizes its responsibility to impart and expand knowledge, develop skills, and cultivate enduring, well-informed, reflective values, the objective of the graduate program is to develop professionals who are morally imbued individuals and will serve their communities guided by the principles of equal respect.

The courses in this program should focus on: 1) the philosophical, historical, ethical, behavioral and policy dimensions of the discipline; 2) an analytical approach to practice within the criminal justice system; and 3) practical tools to improve effectiveness within the various professional roles.

One of the greatest challenges facing the justice practitioner and the broader field of public safety is the creation and maintenance of a values-based agency consisting of an ethical cadre of professionals that represent the values of society. Our professionals are asked to respond to increased citizen concerns and fears, to local and national security, and to social conditions beyond their control. The evolving role and mission of the professional in the justice system demands innovative leadership that creates the atmosphere for a strong foundation in ethics and integrity. This program is designed to allow the professional to gain and enhance the knowledge and skills necessary to manage change, solve problems, plan strategically, develop employees, foster innovation and trust, and establish and maintain integrity.

To further support the need to meet these challenges, and respond to increased citizen concern, there is a research component embodied in the Institute for Justice and Police, established in 1997, to effectively identify projects and topics of interest to the justice system and law enforcement agencies. The Institute utilizes research methodologies to assist government agencies in meeting the contemporary criminal justice issues. Additionally, law enforcement community-based programs are promoted through internships. This is consistent with Salve Regina University's commitment to provide a service to the community. The Institute is committed to providing seminars of interest to justice practitioners that promote the highest standards of professionalism in the justice system.

On Campus or On-Site

The Master of Science in Administration of Justice may be earned by taking courses on campus, online or by participating in specially designed programs, if available, on-site at the workplace.

Five-Year Program

Salve Regina University offers an accelerated program of study that leads to both a bachelor's and a master's degree within five years. This program is designed for the University's highly motivated, academically talented and qualified undergraduates with a recommended grade point average of 3.30 or higher. Current undergraduates must complete the application process by March 15 of their junior year.

Undergraduate students considered for the five-year program are conditionally accepted into the master's program and must take four graduate courses (12 credits) during their senior year. Of these 12 credits, six are applied to the undergraduate degree. In order to be matriculated into the graduate program, undergraduate students who are conditionally accepted must achieve grades of B or better in each of their four graduate courses, successfully earn their undergraduate degree and demonstrate through their maturity and work ethic, the ability to succeed at the graduate level.

Master of Science in Administration of Justice

Program Requirements

Prospective students must meet the admissions criteria of the University. Following the completion of an approved program of 12 courses (36 credits) and all degree requirements, the Master of Science in Administration of Justice is conferred.

Prerequisite Courses

There are no prerequisite courses necessary to enter the Master of Science in the Administration of Justice program.

Curriculum

Students must successfully complete 12 courses totaling 36 credits to earn the master's degree. All students must complete the curriculum as follows:

Justice Theory (Two courses/6 credits)

Two courses are required from the following list:

- MGT504: Social and Ethical Issues: A Global Perspective(3 credits)
- ADJ506: Theories of Justice(3 credits)
- INR511: Philosophical Foundations of Politics(3 credits)
- ADJ518: Public Policy and the Justice System(3 credits)
- INR571: International Human Rights(3 credits)

Justice Process (Four courses/12 credits)

Students must take the following two courses:

- ADJ505: Constitutional Issues in Law Enforcement:(3 credits)
Constitutional Law and Civil Liability
- ADJ521: Management Issues in Law Enforcement(3 credits)

In addition, students choose two other courses from the following list:

- INR552: Terrorism and Transnational Crime(3 credits)
- INR572: Complex Humanitarian Emergencies: Prevention and Responses (3 credits)
- ADJ575: Comparative Justice Systems(3 credits)
- ADJ576: High Technology Crime(3 credits)

Research (One course/3 credits)

- ADJ500: Research Methods(3 credits)

Electives (Five courses/15 credits)

Students must complete five elective courses from any of the courses listed above or below:

- ADJ581: Special Topics(3 credits)
- ADJ590: Thesis(6 credits)
- ADJ591: Independent Study/Research(3 credits)
- ADJ598-9: Internship I and II(3 credits)
- INR512: Justice and Order in International Relations(3 credits)
- INR516: Identity, Harmony and Conflict(3 credits)
- INR531: Just and Unjust Wars(3 credits)
- INR534: Environmental Justice(3 credits)
- INR562: International Organizations and the Law(3 credits)
- MGT501: Management & Organizational Theory(3 credits)
- MGT509: Human Resources Management(3 credits)
- MGT555: Organizational Development(3 credits)
- MGT560: Labor Relations(3 credits)
- MGT567: Creative Problem Solving(3 credits)
- RHB505: Foundations for Rehabilitation Counseling:
History, Principles, Laws and Ethics(3 credits)
- RHB510: Counseling and Personality Theory(3 credits)
- RHB523: Cultural and Psychosocial Aspects of Disability(3 credits)
- RHB527: Substance Abuse Counseling and Rehabilitation(3 credits)
- RHB540: Medical and Psychological Aspects of Disability(3 credits)

Master of Science in Administration of Justice: Concentration in Law Enforcement Leadership

A concentration in Law Enforcement Leadership is offered. The field of public safety faces many challenges and is changing dramatically. Professionals in law enforcement are being asked to reduce and manage crime while facing budget cuts. Citizen concerns and fears and social conditions beyond their control call for their attention. They must reshape departments that have been highly centralized, over-specialized and conventional in their approach to solving community issues and problems. They must draw upon their knowledge and skills to establish and maintain a high standard of integrity and ethical values.

This concentration is meant to clearly reflect ethical and moral behavior in management, leadership skills, fiscal management skills, and labor and media relations. This concentration is structured to offer flexibility in scheduling, allowing graduate students to take some courses on campus and some online. This combination of learning opportunities allows the student to choose to study on a schedule that fits the various time demands on administration of justice professionals.

Program Requirements

Following the completion of an approved program of 12 courses (36 credits) which includes the selection of five electives from the list below and all degree requirements, the Master of Science in Administration of Justice: Concentration in Law Enforcement Leadership is conferred.

Curriculum

In addition to the seven required core courses, students must successfully complete five courses from the electives listed below, totaling 36 credits, to earn the master's degree in the Administration of Justice with a Concentration in Law Enforcement Leadership:

Electives (Five courses/15 credits)

Students must complete five elective courses from any of the courses listed above or below:

ADJ581:	Special Topics	(3 credits)
ADJ590:	Thesis	(6 credits)
ADJ591:	Independent Study/Research	(3 credits)
ADJ598-9:	Internship I and II	(3 credits)
MGT501:	Management and Organizational Theory	(3 credits)
MGT509:	Human Resources Management	(3 credits)
MGT555:	Organizational Development	(3 credits)
MGT560:	Labor Relations	(3 credits)
MGT567:	Creative Problem Solving	(3 credits)
RHB510:	Counseling and Personality Theory	(3 credits)

Master of Science in Administration of Justice: Concentration in Justice and Homeland Security

A concentration in Justice and Homeland Security is also offered. This program is designed to respond to the interests, knowledge requirements and needs of professionals in the field of law enforcement and justice at the local, regional, state and international levels. Professionals in this field require an education that prepares them for global challenges that impact justice and homeland security at home and abroad. This program includes attention to counterterrorism training in such areas as information technology, terrorist groups, domestic terrorism and financial investigative techniques. To support this effort, practical problems will be discussed with emphasis on enhanced cooperation with law enforcement both at the federal and local levels. This concentration is structured to offer flexibility in scheduling, allowing graduate students to take some courses on campus and some online. This combination of learning opportunities allows the student to choose to study on a schedule that fits the various time demands on administration of justice professionals.

Program Requirements

Following the completion of an approved program of 12 courses (36 credits) which includes the selection of five electives from the list below and all degree requirements, the Master of Science in Administration of Justice: Concentration in Justice and Homeland Security is conferred.

Curriculum

In addition to the seven required core courses, students must successfully complete five courses from the electives listed below, totaling 36 credits, to earn the master's degree in the Administration of Justice with a Concentration in Justice and Homeland Security:

Electives (Five courses/15 credits)

Students must complete five elective courses from any of the courses listed above or below:

ADJ581:	Special Topics	.....	(3 credits)
ADJ590:	Thesis	.....	(6 credits)
ADJ591:	Independent Study/Research	.....	(3 credits)
ADJ598-9:	Internship I and II	.....	(3 credits)
INR512:	Justice and Order in International Relations	.....	(3 credits)
INR516:	Identity, Harmony, and Conflict	.....	(3 credits)
MGT555:	Organizational Development	.....	(3 credits)

Master of Science in the Administration of Justice with an Individualized Concentration

Graduate students may propose an individualized course of study aimed at meeting personal career and academic goals. Working with the graduate program director, students may design a unique program of study by selecting and justifying three related graduate courses from among those offered at Salve Regina University. The title of the individualized concentration will appear on the transcript. Unique programs of concentration require the permission of both the graduate program director and the department chair.

Certificate of Graduate Studies Programs

These certificate programs are designed for individuals who wish to pursue advanced study tailored to personal academic goals or professional needs.

Certificate of Graduate Studies in Administration of Justice (Four courses/12 credits)

Curriculum

Certificate programs are available in Administration of Justice. Students select the following four courses (12 credits):

- ADJ518: Public Policy and the Justice System(3 credits)
- ADJ505: Constitutional Issues In Law Enforcement: Constitutional Law and Civil Liability(3 credits)
- ADJ521: Management Issues In Law Enforcement(3 credits)
- ADJ575: Comparative Justice Systems(3 credits)

Certificate of Graduate Studies in Law Enforcement Leadership (Four courses/12 credits)

Curriculum

Students wishing to earn this certificate must successfully complete the following course:

- ADJ518: Public Policy and the Justice System(3 credits)

Students must then choose and successfully complete any 3 of the following courses:

- ADJ505: Constitutional Issues in Law Enforcement: Constitutional Law and Civil Liability(3 credits)
- ADJ521: Management Issues in Law Enforcement(3 credits)
- ADJ581: Special Topics: Strategic Planning for Law Enforcement Executives(3 credits)
- ADJ581: Special Topics: Leadership in Law Enforcement(3 credits)

**Certificate of Graduate Studies in Justice and Homeland Security
(Four courses/12 credits)**

Curriculum

Students who wish to earn this certificate must successfully complete the following four courses:

INR512:	Justice and Order in International Relations	(3 credits)
INR516:	Identity, Harmony, and Conflict	(3 credits)
ADJ518:	Public Policy and the Justice System	(3 credits)
INR552:	Terrorism and Transnational Crime	(3 credits)

**Certificate of Graduate Studies in Holistic Leadership and the
Administration of Justice (Four courses/12 credits)**

Curriculum

Students who wish to earn this certificate must successfully complete the following two courses:

HLL586:	Introduction to Holistic Leadership Perspectives	(3 credits)
HLL520:	Leading Holistically	(3 credits)

Students must then choose and successfully complete any two of the following courses:

ADJ505:	Constitutional Issues in Law Enforcement: Constitutional Law and Civil Liability	(3 credits)
ADJ521:	Management Issues in Law Enforcement	(3 credits)
ADJ581:	Special Topics: Strategic Planning for Law Enforcement Executives	(3 credits)
ADJ581:	Special Topics: Leadership in Law Enforcement	(3 credits)

Course Descriptions:**ADJ500: Research Methods**

Students explore various research techniques and then apply that knowledge to an analysis of existing research and to designing and implementing their own research projects. The course includes preparation of a literature review, qualitative and quantitative approaches, triangulation methods, research designs, threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. *Note: This course must be taken in the first year of graduate studies. Available online.*

ADJ504: Social and Ethical Issues: A Global Perspective

With the explosion of worldwide communications, the globalization of the economy, and the increase of international conflicts, this course takes a global perspective on major ethical issues impacting our daily lives as members of a world community. From business to law enforcement to world politics, students will examine enduring ethical concepts. Case studies will be used to explore contemporary applications to such concerns as armed conflict, overpopulation, global degradation, homeland security, and education and literacy. This course will encourage students to seek solutions to improve the world in which we live. *Available online.*

ADJ505: Constitutional Issues in Law Enforcement: Constitutional Law and Civil Liability

Students undertake an in-depth study of decisions by the U.S. Supreme Court and other appellate courts that affect rights of criminal suspects from the time of investigation to trial. *Available online.*

ADJ506: Theories of Justice

This course examines the nature of justice through careful reading of selected texts in the classical and modern traditions. The importance of justice to the administration of law is emphasized.

ADJ514: Law and Human Behavior

This course focuses on psychological research and its contribution to understanding legal issues and processes, with particular emphasis on judicial decision-making.

ADJ518: Public Policy and the Justice System

Using case analysis and personal experimentation, students explore aspects of government decision making, factors that influence the decisions, and their impact on the justice system. *Available online.*

ADJ521: Management Issues in Law Enforcement

Students examine issues facing law enforcement from a management perspective, with an emphasis on structure, policies, discipline, budgetary problems, public relations and civil liabilities. *Available online.*

ADJ540: Correctional Administration I

The concepts of this course and the other courses in Correctional Administration are derived from aspects of correctional theories and practices. Correctional Administration and the process of correctional practice are perhaps the least understood by both the public and those who work in criminal justice. One of the goals of this particular course is to investigate the ideas of punishment and social control held by early reformers, what place they may have in the various theories of management and in the aspects of leadership as practiced at the time of writing and their influences on current practices.

ADJ541: Correctional Administration II

Understanding management and leadership issues is the hallmark of the correctional administrators. This course will examine the legal aspects, management styles, and human resources development. While examining management and leadership issues, the student will begin to focus on strategies for success. The course will also discuss several elements of the criminal justice system and help provide insight into the long-range and short-term goal process and strategies management.

ADJ575: Comparative Justice Systems

U.S. law enforcement has, in many respects, become internationalized with the prevalence of world crime. This course presents a comparative analysis of criminal justice systems in several states, with a specific focus on police, courts, and corrections. Students examine different state processes and institutions of criminal justice and try to understand reasons for their variation.

ADJ576: High Technology Crime

This course studies the response of law enforcement and information systems scientists to the use of computers and related technologies for criminal purposes. While no prior computer knowledge is required, students will use computers as a part of this class. Major policy issues surrounding this area will also be discussed.

INR511: Philosophical Foundations of Politics

This course examines and evaluates the intellectual contributions to the foundations of political order and justice of the main political thinkers since Socrates. The course analyzes and evaluates the key questions and answers regarding human nature and its direct relation to the construction and maintenance of political systems. Its purpose is to lay the groundwork for the study of comparative and international politics. *Available online.*

INR531: Just and Unjust Wars

This course examines the concept of the just war theory from the point of view of different religions in regards to the declaration and conduct of conventional war. It also examines the ethical implications of contemplating nuclear, biological or chemical warfare. *Available online.*

INR534: Environmental Justice

Examines the practice of natural resources utilization and its impact on environmental and human integrity. Is there a balance between derived benefits of resource utilization and the cost associated with it? Are the benefits and costs distributed equally between regions and states and between all users in a region or state? Does the use of resources by some entail only costs for others? Overall, is there a balance between considerations of economic order and environmental justice? *Available online.*

INR552: Terrorism and Transnational Crime

This course examines the sources, activities and legal implications of international terrorism and globalized crime. It analyzes strategies and processes of responding and combating criminal networks and activities across borders and evaluates the impact such strategies and processes have on human and civil rights. *Available online.*

INR562: International Organizations and Law

Students examine the role international organizations and law play in promoting, maintaining, and enforcing the principles of the international community of states. Is the international community a reality or are international institutions convenient instruments of the interests and policies of the participant states? Are there any obligations that the citizens of the participant states have toward the institutions of the international community? If any, what are these obligations and how should they be carried out? *Available online.*

INR571: International Human Rights

This course examines the conceptual evolution of human rights and evaluates existing systems and instruments for the protection and promotion of human rights in the world. It also explores the fundamental relationship between state and cultural sovereignty and the application of rights worldwide. *Available online.*

INR572: Complex Humanitarian Emergencies: Prevention and Responses

Focusing on complex humanitarian emergencies (CHEs), this course addresses the capacity to govern in the face of violence, turmoil, and conflict. The course will examine public policy challenges of developing and implementing the necessary systems to monitor, anticipate and react to critical response incidents and natural disasters. As such, the course will evaluate early warning methodologies and review the scientific research and competing approaches to preventing and mitigating complex humanitarian emergencies. *Available online.*

ADJ581: Special Topics

Theoretical and procedural topics of interest to justice studies are offered periodically. Recent topics have included: The Philosophy of Police, Leadership in Law Enforcement, Strategic Planning for Law Enforcement Executives, Psychological

Profiling in the Justice System, Advanced Community Policing, Racially Biased Policing, Police Use of Force, Organized Crime, White Collar Crime, Contemporary Issues in Undercover Operations, History of the Department of Homeland Security, Incident Command System, Introduction to the US Intelligence Community and Grant Writing.

ADJ590: Thesis (6 credits)

Students may decide to write a six-credit thesis under appropriate faculty direction and with the permission of the program director. Details are established prior to registration and in consultation with the thesis supervisor and the program director.

ADJ591: Independent Study (1-3 credits)

A focused study on a subject outside the graduate catalog. An independent study provides the opportunity for original and in-depth research on a specific topic or regional issue of the candidate's interest and professional focus. It is an important part of the curriculum and should be used to supplement existing coursework. A student selects a topic of research from a single field of learning or one which is interdisciplinary and prepares a research paper to be submitted at the end of the semester (recommended minimum of 20 pages). The quality of the research paper should be appropriate to graduate level research. A list of preliminary readings and/or assignments and a means of assessment/evaluation are clearly defined in advance of the study. *Prerequisite: A minimum GPA of 3.2 is required (see guidelines and appropriate forms located on graduate Web site).*

ADJ598: Internship I (3 credits)

Individual work experience or project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of the internship varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 240 hours (80/credit) of on-the-job experience occurring within a semester. The number of hours may be reduced if the internship involves significantly more writing as required by the faculty (*see guidelines and appropriate forms located on University Web site, Registrar's link*).

ADJ599: Internship II (3 credits)

Individual work experience or project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of internship II varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The non-academic setting or project must be different than the one established for 598. The internship II is a supervised learning experience for academic credit typically consisting of a

minimum of 240 hours (80/credit) of on-the-job experience occurring within a semester. The number of hours may be reduced if the internship involves significantly more writing as required by the faculty (*see guidelines and appropriate forms located on University Web site, Registrar's link*).

Master of Business Administration

Master of Science in Management

Concentrations and Certificates in Graduate Studies (CGS)

Classes are offered at our Newport campus, the Blackstone Valley Visitor Center in Pawtucket, and online.

Director: Myra Edelstein, Ed.D.
edelstem@salve.edu
(401) 341-3139

Accredited by the New England Association of Schools and Colleges (NEASC).
Accredited by the International Assembly of Collegiate Business Education (IACBE).

About the Programs

The Master of Business Administration, Master of Science in Management, and Certificate of Graduate Studies in Management programs are designed to prepare graduates to successfully lead and manage organizations in a constantly changing environment. In both the for-profit and not-for-profit environments, today's executive is faced with a myriad of concerns ranging from ethical and human rights issues to globalization and environmental protection. The Salve Regina University business administration and management curriculum provides the technical knowledge and skills to appreciate and address these and other critical contemporary issues. The programs are directed toward developing leaders with a focus on ethics, organizational behavior, finance, economics, accounting and strategic management. Social purpose and workplace humanization are underlying program values aligned with the University's mission to work for a world that is harmonious, just and merciful.

On Campus, Online or On-site

The Master of Business Administration and Master of Science in Management degrees may be earned by taking courses on campus, online or by participating in specially designed programs on-site at your workplace. Many students accelerate completion of their degrees by taking a combination of on-campus and online courses simultaneously. If a business, agency or organization is interested in sponsoring an on-site program, a representative should contact the graduate program director for additional information.

Five-Year Program

Salve Regina University offers an accelerated program of study that leads to both a bachelor's and a master's degree within five years. This program is designed for the University's highly motivated, academically talented and qualified undergraduate students with a recommended grade point average of 3.30 or higher. Current undergraduates must complete the application process by March 15 of the junior year.

Undergraduate students considered for the five-year program are conditionally accepted into the M.B.A. or M.S. program and can take up to four graduate courses (12 credits) their senior year. Of these twelve credits, six are applied to the undergraduate degree. Final M.B.A. or M.S. program acceptance is contingent upon successful completion of the undergraduate degree and successful completion of any graduate courses in the senior year. Five-year program students are encouraged to complete MGT598: Internship as part of their degree requirements.

Master of Business Administration

Program Requirements

Following completion of an approved program of twelve courses (36 credits) and all degree requirements, the Master of Business Administration degree is conferred.

Prerequisite Courses

Students in the M.B.A. program are required to demonstrate successful completion of the following undergraduate courses:

- Accounting I & II (6 credits)
- Economic Principles (Micro and Macro Economics) (6 credits)
- Quantitative Analysis and Calculus or Statistics (6 credits)

Prerequisite course equivalencies may be demonstrated by one or more of the following methods:

- (1) Official undergraduate transcript from an accredited institution demonstrating successful completion of the prerequisite courses
- (2) CLEP examination results demonstrating proficiency in the prerequisite courses

Curriculum

Students must successfully complete twelve courses totaling 36 credits to earn the M.B.A. degree. All M.B.A. students must complete the following core curriculum of nine courses (27 credits):

Core Curriculum (Nine courses/27 credits)

MGT501:	Management and Organizational Theory	(3 credits)
MGT503:	Business Law	(3 credits)

MGT510:	Operations Management	(3 credits)
MGT518:	Managerial Economics	(3 credits)
MGT538:	Global Business	(3 credits)
MGT540:	Social and Ethical Issues: A Global Perspective	(3 credits)
MGT561:	Financial Management	(3 credits)
MGT562:	Managerial Accounting	(3 credits)
MGT575:	Strategic Management & Business Policy	(3 credits)
	(Capstone course to be taken as one of last two courses)	

Students must also complete three elective courses (9 credits) by combining selections from any of Salve Regina University's graduate course offerings in Business Studies (MGT), Administration of Justice (ADJ), International Relations (INR), Holistic Studies (HLC or HLL), Healthcare Administration and Management (HCA) or Rehabilitation Studies (RHB). Prerequisites as indicated in the course descriptions are required unless specifically waived by the instructor. Not all elective courses are available online. Management electives are available as follows:

Management Electives

MGT530:	Marketing Management	(3 credits)
MGT534:	Global Quality Management: ISO9001	(3 credits)
MGT536:	Global Environmental Management: ISO14001	(3 credits)
MGT555:	Organizational Development	(3 credits)
MGT560:	Labor Relations	(3 credits)
MGT567:	Creative Problem-Solving	(3 credits)
MGT581:	Special Topics	(3 credits)
MGT598:	Internship	(3 credits)

Master of Business Administration with a Departmental Concentration

Students wishing to complete an M.B.A. with a departmental concentration must successfully complete the core curriculum and choose three electives from any one area of study including Business Studies (MGT), Administration of Justice (ADJ), International Relations (INR), Holistic Studies (HLC or HLL), Healthcare Administration and Management (HCA), or Rehabilitation Studies (RHB). The title of the departmental concentration will appear on the transcript. Prerequisites as indicated in the course descriptions are required unless specifically waived by the instructor. Areas of concentration require approval of the graduate program director. Not all elective courses are available online.

Master of Business Administration with an Individualized Concentration

Students may propose an individualized course of study aimed at meeting personal career and academic goals. Working with the graduate program director, students may design a unique program of study by selecting and justifying three related graduate courses from among those offered at Salve Regina University. Examples of individualized areas of concentration may include global ethical issues, or holistic management. The title of the individualized concentration will appear on the transcript.

Unique programs of concentration require the permission of both the graduate program director and the department chair. Not all elective courses are available online.

For example, a student wishing to complete an M.B.A. with a concentration in management would complete the M.B.A. core curriculum along with three elective courses chosen from the following list:

- MGT500: Research Methods(3 credits)
- MGT509: Human Resources Management(3 credits)
- MGT530: Marketing Management(3 credits)
- MGT534: Global Quality Management: ISO9001(3 credits)
- MGT536: Global Environmental Management: ISO14001(3 credits)
- MGT555: Organizational Development(3 credits)
- MGT560: Labor Relations(3 credits)
- MGT567: Creative Problem-Solving(3 credits)
- MGT581: Special Topics(3 credits)
- MGT598: Internship(3 credits)

Another example is the M.B.A. with a concentration in International Business. Students complete the core M.B.A. program along with three electives from the following:

- MGT534: Global Quality Management: ISO9001(3 credits)
- MGT536: Global Environmental Management: ISO14001(3 credits)
- Any International Relations (INR) course(3 credits)
- MGT581: Special Topics(3 credits)

Master of Science in Management

Program Requirements

Following completion of an approved program of twelve courses (36 credits) and all degree requirements, the Master of Science in Management degree is conferred.

Prerequisite Courses

There are no prerequisite courses necessary to enter the Master of Science in Management program.

Curriculum

Students must successfully complete twelve courses totaling 36 credits to earn the M.S. degree. All M.S. students must complete the core curriculum of six courses (18 credits) as follows:

Core Curriculum (Six courses/18 credits)

- MGT500: Research Methods(3 credits)
- MGT501: Management and Organizational Theory(3 credits)

MGT503:	Business Law	(3 credits)
or		
ADJ505:	Constitutional Issues in Law Enforcement	(3 credits)
	(Required for those selecting a concentration in Law Enforcement Leadership)	
MGT509:	Human Resources Management	(3 credits)
MGT540:	Social and Ethical Issues: A Global Perspective	(3 credits)
MGT575:	Strategic Management & Business Policy	(3 credits)
	(Capstone course to be taken as one of last two courses)	

Students must also complete six elective courses (18 credits) by combining selections from any of Salve Regina University's graduate course offerings in Business Administration and Management (MGT), Administration of Justice (ADJ), International Relations (INR), Holistic studies (HLC or HLL), Healthcare Administration and Management (HCA) or Rehabilitation studies (RHB). Prerequisites as indicated in the course descriptions are required unless specifically waived by the instructor. Not all elective courses are available online. Management electives are as follows:

Management Electives

MGT510:	Operations Management	(3 credits)
MGT518:	Managerial Economics	(3 credits)
MGT530:	Marketing Management	(3 credits)
MGT534:	Global Quality Management: ISO9001	(3 credits)
MGT536:	Global Environmental Management: ISO14001	(3 credits)
MGT538:	Global Business	(3 credits)
MGT555:	Organizational Development	(3 credits)
MGT560:	Labor Relations	(3 credits)
MGT561:	Financial Management	(3 credits)
MGT562:	Managerial Accounting	(3 credits)
MGT567:	Creative Problem-Solving	(3 credits)
MGT581:	Special Topics and/or Seminar Abroad	(3 credits)
MGT598:	Internship	(3 credits)

**Master of Science in Management:
Concentration in Law Enforcement Leadership****Program Requirements**

Following completion of an approved program of twelve courses (36 credits) and all degree requirements, the Master of Science in Management: Concentration in Law Enforcement Leadership degree is conferred.

Prerequisite Courses

There are no prerequisite courses necessary to enter the Master of Science in Management: Concentration in Law Enforcement Leadership program.

Curriculum

Students must successfully complete twelve courses totaling 36 credits to earn the M.S. degree. All Master of Science: Concentration in Law Enforcement Leadership students must complete the core curriculum of ten courses (30 credits) as follows:

Core Curriculum (Ten courses/30 credits)

MGT500:	Research Methods	(3 credits)
MGT501:	Management and Organizational Theory	(3 credits)
ADJ505:	Constitutional Issues in Law Enforcement	(3 credits)
MGT509:	Human Resources Management	(3 credits)
MGT540:	Social and Ethical Issues: A Global Perspective	(3 credits)
MGT575:	Strategic Management & Business Policy	(3 credits)
ADJ518:	Public Policy and The Justice System: Managing Homeland Security in a Multicultural Society	(3 credits)
ADJ521:	Management Issues in Law Enforcement	(3 credits)
ADJ575:	Comparative Justice Systems	(3 credits)
ADJ576:	High Technology Crime	(3 credits)

Students must also complete two elective courses (six credits) from the following list:

Electives (Two courses/6 Credits)

INR552:	Terrorism and Transnational Crime	(3 credits)
MGT518:	Managerial Economics	(3 credits)
MGT530:	Marketing Management	(3 credits)
MGT538:	Global Business	(3 credits)
MGT560:	Labor Relations	(3 credits)
MGT567:	Creative Problem-Solving	(3 credits)
MGT581:	Special Topics	(3 credits)

Master of Science in Management with a Departmental Concentration

Students wishing to complete a Master of Science in Management with a departmental concentration must complete the core curriculum and six electives; three of the electives may be selected from any of Salve Regina's graduate course offerings and three must be from any one area of study including International Relations (INR), Healthcare Administration and Management (HCA), Holistic studies (HLC or HLL) or Rehabilitation studies (RHB). Prerequisites as indicated in the course descriptions are required unless specifically waived by the instructor. The title of the departmental concentration will appear on the transcript. Departmental concentrations require approval of the graduate program director. Not all elective courses are available online.

Master of Science in Management with an Individualized Concentration

Students may propose an individualized course of study aimed at meeting personal career and academic goals. Students wishing to complete a Master of Science in Management with a departmental concentration must complete the core curriculum and six electives; the electives may be selected from any of Salve Regina University's graduate course offerings with three of the six being related. Examples of individualized areas of concentration may include global ethical issues, holistic management and rehabilitation studies. The title of the individualized concentration will appear on the transcript. Individualized concentrations require the permission of both the graduate program director and the department chair. Not all elective courses are available online.

Certificate of Graduate Studies Programs

The certificate programs in management are designed to respond to the growing need for professional growth and development in an atmosphere of rapid change. Global competition and the evolutionary dynamics of a market economy require that we all continue to sharpen existing skills and expand our knowledge into new areas. Certificate programs offer opportunities for those who desire continued professional development without formal pursuit of a master's degree.

Curriculum certificate programs are available in management, human resources management, organizational development, and individualized concentrations. Prerequisites as indicated in the course descriptions are required unless specifically waived by the instructor. Students select four courses (12 credits) from the options listed for each concentration.

Certificate of Graduate Studies in Management (Four courses/12 credits)

MGT501: Management and Organizational Theory(3 credits)

MGT540: Social and Ethical Issues: A Global Perspective(3 credits)

In addition students must take two 500 level MGT courses

Certificate of Graduate Studies in Human Resources Management (Four courses/12 credits)

MGT509: Human Resources Management(3 credits)

MGT540: Social and Ethical Issues: A Global Perspective(3 credits)

MGT560: Labor Relations(3 credits)

MGT581: Special Topics(3 credits)

**Certificate of Graduate Studies in Organizational Development
(Four courses/12 credits)**

- MGT501: Management and Organizational Theory(3 credits)
- MGT534: Global Quality Management: ISO9001(3 credits)
- MGT540: Social and Ethical Issues: A Global Perspective(3 credits)
- MGT555: Organizational Development(3 credits)
- MGT581: Special Topics(3 credits)

**Certificate of Graduate Studies in Business Studies:
Individualized Concentration (Four courses/12 credits)**

Students may propose a Graduate Certificate in Business Studies with an individualized course of study aimed at meeting personal career and academic goals. Working with the graduate program director, students may design a unique program of study by selecting four related business studies courses. Unique programs of study require the permission of both the graduate program director and the department chair.

**Certificate of Graduate Studies in Holistic Leadership and Management
(Four courses/12 credits)**

Students who wish to earn this certificate must successfully complete the following two courses:

- HLL586: Introduction to Holistic Leadership Perspectives(3 credits)
- HLL520: Leading Holistically(3 credits)

Students may then choose and successfully complete any two of the following courses:

- MGT501: Management and Organizational Theory(3 credits)
- MGT509: Human Resources Management(3 credits)
- MGT540: Social and Ethical Issues: A Global Perspective(3 credits)
- MGT555: Organizational Development(3 credits)

Course substitutions may, upon request, be approved by the appropriate graduate program director.

**Certificate of Graduate Studies in Leadership and Change Management
(Four courses/12 credits)**

Students who wish to earn this certificate must successfully complete the following course:

- HLL586: Introduction to Holistic Leadership Perspectives(3 credits)

Students must then choose and successfully complete one of the following courses:

- HLC532: Psychology of Group Process(3 credits)
- HLC573: Laboratory in Interpersonal Communication Skills(3 credits)
- HLL520: Leading Holistically(3 credits)

Students must then choose and successfully complete two of the following courses:

- MGT567: Creative Problem Solving(3 credits)
- MGT534: Global Quality Management(3 credits)

MGT555: Organizational Development(3 credits)
Course substitutions may, upon request, be approved by the appropriate graduate program director.

Course Descriptions:

MGT500: Research Methods

Students explore various research techniques and then apply that knowledge to an analysis of existing research and to designing and implementing their own research projects. The course includes preparation of a literature review, qualitative and quantitative approaches, triangulation methods, research designs, threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. Note: This course must be taken in the first year of graduate studies. *Available online.*

MGT501: Management and Organizational Theory

Students will explore classic management and organizational theories as they apply to contemporary organizations, including, for example, healthcare, law enforcement, manufacturing, educational institutions, public sector, private sector, for-profit and not-for-profit entities. Integration of the individual into the organization, an examination of the human factor in organizational dynamics and the processes of team building and evaluating organizational and managerial effectiveness will be considered. *Available online.*

MGT503: Business Law

This course concentrates on the legal aspects of business organizations. The law controlling agency, partnerships and corporations is examined. Emphasis is on the rights, duties and liabilities of principal, agent, partner, shareholder, officer and director. Students also are exposed to a survey of the law of contracts, personal property, bailments, bankruptcy, commercial paper and secured transactions. Students will use case studies as a basis for understanding how legal requirements are applied in a variety of business settings. *Available online.*

MGT509: Human Resources Management

This course will assist students in understanding the effective use of human resources to achieve organizational goals within the constraints imposed by ethical considerations and legal obligations. The processes used to determine human resource requirements, recruitment, selection, development, utilization and accommodation of human resources in contemporary organizations will be explored. *Available online.*

MGT510: Operations Management

This course introduces tools and techniques necessary to assure effective and efficient operations in both service and manufacturing settings. Managerial decision making, forecasting, queuing and inventory control are enhanced by use of techniques such as total quality management (TQM), statistical process control (SPC), supply-chain

management, and quantitative evaluation of capacity, location, layout and resource planning. *Prerequisite: Quantitative Analysis, Calculus and/or Statistics or equivalent or permission of the instructor. Available online.*

MGT518: Managerial Economics

This course focuses on the use of economics in managerial and strategic decision making. The course will provide a review of how economic tools, techniques and indicators can be used for solving organizational problems. The practical application of economics will be discussed utilizing a myriad of examples from a variety of organizations within both the public and private sectors. *Prerequisite: Microeconomics and Macroeconomics or equivalent or permission of the instructor. Available online.*

MGT530: Marketing Management

Students survey the role of marketing in business and in society. They explore consumer behavior, market segments, product positioning, new product development and policy, pricing, distributing, advertising and sales management. Case studies will be utilized to enhance critical thinking and analytical decision-making. *Available online.*

MGT534: Global Quality Management: ISO9001

This course will provide an overview of the field of quality management with a focus on implementation and maintenance of an internationally recognized standard for a quality management system. Students will learn practical application of quality management techniques by focusing on a project relevant to the student's work or career interests.

MGT536: Global Environmental Management: ISO14001

Major corporations throughout the world are requiring suppliers to meet the proactive ISO14001 Environmental Management System standards. This course will explore the role of a voluntary standard with a goal of pollution prevention and continual improvement in meeting environmental objectives. Students will learn practical application of the ISO14001 standard by building an ISO14001 compliant environmental management system to an organization of the student's choice.

MGT538: Global Business

This course presents the backgrounds, patterns and practical operations of global, multinational businesses. Topics include transnational corporations, global trade, global financial flows and international human resources management. The interactions between business policies and the host country's sociopolitical and economic environment are investigated. Use of case studies and business simulation models provide practical application of theories to enhance learning. *Available online.*

MGT540: Social and Ethical Issues: A Global Perspective

With the explosion of worldwide communications, the globalization of the economy, and the increase of international conflicts, this course takes a global perspective on major ethical issues impacting our daily lives as members of a world community. From business to world politics, students will examine enduring ethical concepts. Case

studies will be used to explore contemporary applications to such concerns as armed conflict, overpopulation, global degradation, homeland security, education and literacy. This course will encourage students to seek solutions to improve the world in which we live. *Available online.*

MGT555: Organizational Development

This course provides an overview of the field of organizational behavior with a focus on organizational culture, group behavior, interpersonal influence and organizational design, change and innovation. This course is centered on effective change management within organizations. Students will have the opportunity to improve skills in areas such as process consultation, managing change, team building and measuring organizational effectiveness. *Available online.*

MGT560: Labor Relations

Students study collective bargaining as an ongoing dynamic process and develop a process model of collaborative bargaining. Special attention is given to resolution of negotiation impasses, unfair labor practices and employee grievances. Unique features of public and private sector bargaining are highlighted. *Prerequisite: MGT509 Human Resources Management or permission of instructor. Available online.*

MGT561: Financial Management

Students become acquainted with the tools and instruments that allow financial managers to successfully manage current operations and predict long term needs. Emphasis is placed on current industry practices with investigations of the investment, financing, and evaluation decisions necessary for organizations to meet their fiduciary responsibilities. The course is designed to show the application of finance theory to current management issues. *Prerequisite: Accounting I & II or equivalent or permission of instructor. Available online.*

MGT562: Managerial Accounting

Students explore and analyze real world issues in financial planning and analysis with emphasis on preparation of business plans and financial forecasts. Students use accounting software to record, summarize, report and analyze financial information. *Prerequisite: Accounting I & II or equivalent or permission of instructor. Available online.*

MGT567: Creative Problem-Solving

This course provides students with both the theoretical and practical applications of creatively solving problems in a wide range of organizational settings including, for example, healthcare, law enforcement, manufacturing, educational institutions, public sector, private sector, for-profit and not-for-profit entities. Students will work collaboratively and cooperatively to learn the connections between innovation, creativity, visualization, memory, thinking, overcoming mental barriers, problem definition, idea generation, idea evaluation, solution implementation and improved communication.

MGT575: Strategic Management and Business Policy

This capstone course enables students to concentrate on the determination and implementation of organizational strategy. The student takes the point of view of an administrative leader who must integrate organizational activities such as human resources management, public relations, operations, marketing, finance, production, disaster planning and critical incident management. Major topics are the determination of organizational strategy and the relationship between the personal values of senior administrators. This capstone course must be taken as one of the last two courses in the degree program. *Available online.*

MGT581: Special Topics

Theoretical, procedural and study abroad opportunities of interest to business studies students are offered periodically. Details of these courses, when offered, will be announced on the Salve Regina University Web site.

MGT591: Independent Study (3 credits)

A focused study on a subject outside the graduate catalog. An independent study provides opportunity for original and in-depth research on a specific topic or regional issue of the candidate's interest and professional focus. It is an important part of the curriculum and should be used to supplement existing coursework. A student selects a topic of research from a single field of learning or one which is interdisciplinary and prepares a research paper to be submitted at the end of the semester (recommended minimum of 20 pages). The quality of the research paper should be appropriate to graduate level research. A list of preliminary readings and/or assignments and a means of assessment/evaluation are clearly defined in advance of the study. *Prerequisite: A minimum GPA of 3.2 is required (see guidelines and appropriate forms located on graduate Web site).*

MGT598: Internship (3 credits)

Individual work experience or project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of the internship varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 240 hours (80/credit) of on-the-job experience occurring within a semester. The number of hours may be reduced if the internship involves significantly more writing as required by the faculty (*see guidelines and appropriate forms located on University Web site, Registrar's link*). *Note: This is a recommended course for students in 5-year program.*

Healthcare Administration and Management

Master of Science in Healthcare Administration & Management

Certificate of Graduate Studies in Healthcare Administration and Management

Classes are offered at our Newport campus, the Blackstone Valley Visitor Center in Pawtucket, and online.

Director: Mark Hough, M.B.A.
mark.hough@salve.edu
401-341-3123

Accredited by the New England Association of Schools and Colleges (NEASC).
Accredited by the International Assembly of Collegiate Business Education (IACBE).

About the Program

This fully accredited graduate program in Healthcare Administration & Management prepares professionals with either a clinical or business background for the challenges of managing in the rapidly changing field of healthcare. The curriculum is designed to allow the student flexibility to tailor the program to meet their educational, professional, and personal goals. It is directed and taught by respected healthcare professionals who blend theoretical foundations with actual experiences from a wide variety of healthcare settings. The program's structure develops the essential healthcare knowledge and skills within the context of the University's commitment to the Christian tradition and emphasizes a sense of personal values and professional responsibility to better meet the needs of others.

Newport Campus, Blackstone Valley Visitor Center Site, and Online

The Master of Science in Healthcare Administration & Management may be earned by taking courses on campus, at our satellite campus at the Blackstone Valley Visitor Center in Pawtucket, R.I. and online.

Five-Year Program Requirements

Salve Regina University offers an accelerated program of study that leads to both a bachelor's and a master's degree within five years. This program is designed for the University's highly motivated, academically talented and qualified undergraduate

students with a grade point average of 3.30 or higher. Current undergraduates must complete the application process by March 15 of the junior year. Applicants are strongly recommended to contact the program director and encouraged to take MGT240: Healthcare U.S.A.

Undergraduate students considered for the five-year program are conditionally accepted into the M.S. Healthcare Administration and Management program and must take four graduate courses (12 credits) their senior year. Of these 12 credits, six are applied to the undergraduate degree. Final M.S. program acceptance is contingent upon successful completion of the undergraduate degree and the four graduate courses in the senior year. Accepted five-year program students are required to complete MGT491 in a healthcare facility.

Program Requirements

Twelve courses (36 credits) must be completed successfully to qualify for the Master of Science degree in Healthcare Administration and Management.

A three-credit internship of 250 hours may be taken in a variety of administrative settings, such as hospitals, homecare facilities, mental health facilities, long-term care facilities, regulatory agencies, third-party payers, proprietary and nonproprietary systems, and state and national associations. Students learn about and appreciate administrative intricacies while applying knowledge and talents developed during coursework. Internships are pursued in fields where students are likely to direct their future activities or where they may develop expertise in supplementary areas for policy or consulting. Students discuss possibilities with the graduate program director, assess their suitability to career plans, and develop specific proposals for placement. An elective course may be substituted for the internship if the graduate program director determines that a student already possesses sufficient administrative experience.

Curriculum

Students must successfully complete twelve courses totaling 36 credits to earn the master's degree. The following represent the 11 core courses in the curriculum. Depending upon their experience, students may substitute additional elective courses for a core course with the graduate program director's approval.

Master of Science in Healthcare Administration and Management Core Curriculum (11 courses/33 credits, all courses are 3 credits each)

HCA500:	Research Methods
HCA501:	Introduction to Healthcare
HCA505:	Healthcare Marketing
HCA509:	Human Resources Management
HCA519:	Healthcare Finance
HCA525:	Ethics for Health Professionals
HCA528:	Health Policy
HCA533:	Health Law

HCA542:	Nursing Administration (R.N. students)
HCA543:	Public Health Administration
HCA547:	Application of Healthcare Management Theory
HCA570:	Internship in Healthcare Administration & Management

Students must also complete one elective course. Suggested elective courses follow. With the graduate program director's approval, other graduate level courses may be substituted.

Suggested Electives (One course/3 credits)

HLC532:	Psychology of Group Processes
HLC573:	Human Relations Laboratory
HCA540:	Healthcare and the Older Citizen
HCA581:	Special Topics in Healthcare Administration & Management
HCA591:	Independent Study
MGT501:	Management and Organizational Theory
MGT555:	Organizational Development
MGT560:	Labor Relations
MGT561:	Financial Management
MGT567:	Creative Problem-Solving

Certificate of Graduate Studies Program

The Certificate of Graduate Studies in Healthcare Administration and Management is designed to meet the educational and career needs of individuals who are currently working in healthcare or a related area. The certificate program offers opportunities for those who desire continued professional development without formal pursuit of a master's degree.

Curriculum

Students must successfully complete four courses (12 credits) to earn the certificate. The specific courses will be selected from the Healthcare Administration and Management core curriculum with the approval of the graduate program director.

Course Descriptions:

HCA500: Research Methods

Students explore various research techniques and then apply that knowledge to an analysis of existing research and to designing and implementing their own research projects. The course includes preparation of a literature review, qualitative and quantitative approaches, triangulation methods, research designs, threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. *Available online.*

HCA501: Introduction to Healthcare

This course will explore the historical development, current state and possible future trends of healthcare financing and delivery in the United States. Course components include a general overview of the size and scope of the healthcare system; issues related to the underlying need for health care, different modalities for financing and reimbursement and will conclude with evaluation and policy issues. *Available online.*
Note: R.N. students may take HCA542: Nursing Administration in lieu of this course.

HCA505: Healthcare Marketing

Students are introduced to basic marketing principles and practices related to the health services industry. They examine consumer needs, target market concepts, strategies for attaining goals, current market practices, cost benefit analysis, ethical considerations, and marketing resources. The development of positive relationships within an organization is explored as a marketing strategy, including the role in marketing played by employees, physicians, patients, and the community. Class presentations and a term paper provide opportunities for students to research and discuss current healthcare marketing topics. *Available online.*

HCA509: Human Resources Management

This course will assist students in understanding the effective use of human resources to achieve organizational goals within the constraints imposed by ethical considerations and legal obligations. The processes used to determine human resource requirements, recruitment, selection, development, utilization and accommodation of human resources in contemporary organizations will be explored. *Available online.*

HCA519: Healthcare Finance

This course provides an overview of the healthcare environment and introduces financial concepts through financial statements reviews and analysis. Discussions address the development and use of revenues, identification of operating expenses, strategies to contain costs, and the financial interaction between healthcare providers and third party payers. Class presentations and a term paper provide opportunities for students to research and discuss current healthcare financial topics. *Available online.*

HCA525: Ethics for Health Professionals

Students explore the current and recurring ethical issues facing health professionals in today's healthcare environment. Topics include the right to refuse treatment, the right to die, physician-assisted death, organ donation, resource allocation, and issues related to healthcare reimbursement and administration, such as cost containment and quality assurance. Other topics include informed consent, confidentiality, autonomy, nutrition and hydration, professional codes, the Human Genome Project and cloning. Traditional theories of ethics as well as decision making models are also examined. *Available online.*

HCA528: Health Policy

Students focus on three major areas that contribute to the establishment of national health policies: health planning, health research, and health services. They examine the methodology for policy planning, goal setting, allocation of resources, plan implementation, evaluation, and regulation. Health policy as it relates to health research involves discussion of major illnesses and diseases, environmental factors, new technology and health research, and the social, political, and economic factors influencing policy development. *Available online.*

HCA533: Health Law

Students examine the law relating to healthcare administration. Course topics include: the physician-patient relationship, professional liability, credentialing, medical records and disclosure of information, HIPAA regulations, consent to treatment, hospital liability, and the institution-physician relationship. Recent legislation regarding issues in healthcare administration is also discussed. *Available online.*

HCA540: Healthcare and the Older Citizen

Students examine the political, social, economic, and healthcare issues that pertain to older people and their families. They look at housing, health and social programs, long term care, reimbursement, and public policy issues. Past, present and future trends that affect the aging population are also explored. *Available online.*

HCA542: Nursing Administration

Students who are registered nurses investigate advanced concepts of management and apply them to the administration of a nursing department in a variety of healthcare settings. An in-depth discussion of the goals, structures, processes, resources, and controls as they pertain to nursing administration is included. Current issues, such as mandatory staffing levels, patient outcomes and evidence-based practice are also discussed. *Prerequisite: Status as a registered nurse. Available online.*

HCA543: Public Health Administration

The dawn of the 21st century provides a unique opportunity to reflect on the current health of the public, what we have accomplished as a nation and as a society and the challenges that we face as a nation in the future years. This course examines the historical development of public health, the organization and responsibilities of public health in the United States, health promotion and disease prevention, health status and risk factors. The final section of this course looks to emergency preparedness and response roles of public health. It concludes with a discussion of the future of public health as we enter this new century. *Available online.*

HCA547: Application of Healthcare Management Theory

This capstone course is taken at the conclusion of the student's graduate healthcare studies. The course will review and reinforce the core competencies the student has acquired during their course of study. Through case studies and actual healthcare management situations students will have the opportunity to apply the techniques and skills acquired during their previous course work. *Prerequisite: Completion of 30 credits or approval from the graduate program director. Available online.*

HCA570: Internship and Seminar in Healthcare Administration and Management (3 credits)

The internship is an individual work experience or project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of the internship varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 240 hours (80 credits) of on-the-job experience occurring within a semester. The number of hours may be reduced if the internship involves significantly more writing as required by the faculty (*see guidelines and appropriate forms located on University Web site, Registrar's link*).

HCA581: Special Topics in Healthcare Administration and Management

Special topics courses with Healthcare Administration and Management content are offered on a periodic basis.

HCA591: Independent Study (1-3 credits)

A focused study on a subject outside the graduate catalog. An Independent study provides opportunity for original and in-depth research on a specific topic or regional issue of the candidate's interest and professional focus. It is an important part of the curriculum and should be used to supplement existing coursework. A student selects a topic of research from a single field of learning or one which is interdisciplinary and prepares a research paper to be submitted at the end of the semester (recommended minimum of 20 pages). The quality of the research paper should be appropriate to graduate level research. A list of preliminary readings and/or assignments and a means of assessment/evaluation are clearly defined in advance of the study. *Prerequisite: A minimum GPA of 3.2 is required (see guidelines and appropriate forms located on the graduate Web site).*

Holistic Graduate Programs

Master of Arts in Holistic Counseling

Master of Arts in Holistic Leadership

The Expressive and Creative Arts Program

Concentrations and Certificates of Advanced Graduate Studies (CAGS) and Certificates of Graduate Studies (CGS)

Classes are offered at our Newport campus and the Blackstone Valley Visitor Center in Pawtucket.

Holistic Programs Director: Nancy Gordon, Ed.D.
nancy.gordon@salve.edu
(401) 341-3290

Expressive Arts Program Coordinator: Barbara Ganim, M.A.E.
ganimb@salve.edu
(401) 341-2157

Accredited by the New England Association of Schools and Colleges (NEASC).

About the Programs

The Holistic Graduate Programs in Counseling and Leadership are designed to prepare professional counselors and leadership specialists with a holistic approach to their work. Consonant with the mission of the University, the holistic graduate programs seek to help students learn and understand how to observe, evaluate, and incorporate the integration of body, mind, and spirit into their personal and professional lives. The program defines integration and wholeness as an essential expression of personal and system well-being, compassion, and social justice. Three program options, housed within holistic graduate programs: Master of Arts in Holistic Counseling, Master of Arts in Holistic Leadership, and The Expressive and Creative Arts Programs provide career path options designed to meet program goals and student needs.

Based on the program vision of a five-level helix model, we integrate the following perspectives into program philosophy and course curriculum: personal development

skills, one-to-one counseling and helping skills; small system skills; large system skills; and global system skills. Holistic counselors and holistic leadership specialists are taught to understand that personal and system wholeness depends upon individual experiences of connectedness with the human community and with the natural world that supports it. They become aware that many of today's mental, physical, and social challenges stem from a lack of integration resulting in persons and systems dissociated from themselves, the community, and the environment.

The primary goal is to develop well-trained master's level practitioners capable of working effectively with individuals, groups, and larger systems in ways that reflect the program's philosophy, the University's mission and our changing world. The holistic graduate programs facilitate student mastery of theoretical material related to a holistic perspective, the counseling process as a practical art, and leadership skill development as a transformative process of change.

Early Entry Graduate Program

The Holistic Counseling and Holistic Leadership programs offer an early entry option to the graduate program similar to the University's five-year programs. However, because the Master of Arts in Holistic Counseling consists of 48 credits including a two-semester internship, an additional two years are required to complete the master's degree after receiving the baccalaureate. However, the M.A. in Holistic Leadership follows the traditional five-year program requirements. The early entry program is designed for the University's highly motivated, academically talented and qualified undergraduate students with a recommended 3.30 or better cumulative grade point average and who have demonstrated interpersonal skills required for the profession.

Students may apply for this early entry graduate program upon completion of their fifth semester of undergraduate study. Part of the admissions requirements of the program is an interview with the members of the holistic graduate programs faculty. Upon acceptance, enrollment begins on a conditional basis in the senior year. Students who have been accepted will meet with the members of the holistic graduate programs faculty who will mentor them and help to plan their course sequence. Students must take HLC573: Laboratory in Interpersonal Communication Skills during the first semester of their senior year. Upon completion of the first two graduate courses in their senior year, they will again meet with members of the holistic graduate programs faculty to determine their suitability for continuing in the program.

Undergraduate students considered for the accelerated program are conditionally accepted into one of the two holistic programs and must take four graduate courses during their senior year. Of the four courses, six credits are applied to the undergraduate degree. Final M.A. program acceptance is contingent upon successful completion of the undergraduate degree and the four graduate courses in the senior year.

Master of Arts in Holistic Counseling

Program Requirements

Students in the holistic counseling program are required to engage in all learning activities in ways that are consistent with the current professional and ethical standards of the American Counseling Association. Inconsistencies with these standards, as determined by program faculty, can serve as a basis for dismissal from the program. Following successful completion of an approved program of 48 graduate credits (42 required and 6 elective) that includes a two semester counseling internship, students are eligible to receive the Master of Arts in Holistic Counseling.

Curriculum

Core Curriculum (14 courses/42 Credits)

HLC504:	Introduction to the Foundations of Counseling and Leadership: Theory from a Holistic Perspective	(3 credits)
HLC507:	Toward Synthesis: The Body/Mind Connection	(3 credits)
HLC508:	Developmental Issues in Counseling and Leadership	(3 credits)
HLC509:	Toward Synthesis: On the level of Mind/Emotions	(3 credits)
HLC511:	Toward Synthesis: Psychological Health, the Search for Meaning, and the Wisdom Traditions	(3 credits)
HLC513:	Systems Theory and Family Therapy	(3 credits)
HLC515:	Assessment and Treatment Planning	(3 credits)
HLC530:	Practicum in Counseling: Part I	(3 credits)
	<i>Practicum is taken the year or summer before Internship.</i>	
HLC531:	Practicum in Counseling: Part II	(3 credits)
	<i>Practicum is taken the year or summer before Internship.</i>	
HLC532:	The Psychology of Group Process	(3 credits)
HLC553:	Evaluation	(3 credits)
HLC570:	Internship and Seminar I	(3 credits)
HLC571:	Internship and Seminar II	(3 credits)
HLC573:	Laboratory in Interpersonal Communication Skills	(3 credits)

Electives (6 credits)

Electives strengthen counselors' abilities to serve specific client populations by fostering personal growth, adding skill depth and opening professional vistas. The number of electives students take depends on their plan of studies and the number of required courses that may have been waived.

HLC575:	Healing	(2 credits)
HLC579:	Grief Counseling	(2 credits)
HLC581:	Special Topics*	(1 or 3 credits)
HLC582:	Transformation through the Expressive and Creative Arts . . .	(3 credits)
HLC583:	Practical Applications of the Holistic Counseling Degree . . .	(1 credit)
HLC584:	Movement, Creativity and Consciousness:	(2 credits)
HLC585:	Crisis Intervention	(2 credits)

- HLL586: Introduction to Holistic Leadership Perspectives(3 credits)
- HLC587: Counseling for Women(3 credits)
- *HLC581: Special Topics are offered periodically throughout the year.
Subjects include:
Introduction to Expressive Sound(1 credit)
Body and Personal Myth: A Jungian Perspective(3 credits)
Substance Abuse and Treatment(3 credits)

See below for descriptions of all courses offered in the program.

Required courses are offered at least once per academic year. Most electives are offered annually, some are offered every other year. To register for any expressive and creative arts elective course requires permission of the program coordinator, since they are all prerequisites for the CAGS/CGS program in the professional applications of the expressive and creative arts.

Master of Arts and Certificate of Advanced Graduate Studies in Mental Health: Concentration in Holistic Counseling

The Rhode Island Board of Mental Health Counselors and Marriage and Family Therapists has recognized that the 60-credit Master of Arts and Certificate of Advanced Graduate Studies in Mental Health: Concentration in Holistic Counseling meets the academic requirements for licensure as a mental health counselor. These requirements are modeled on a national standard for mental health counseling licensure, making one eligible for licensure in many states.

The Certificate of Advanced Graduate Studies requires an additional 12 credits beyond the 48-credit master's degree. Six of these credits are earned through an Advanced Internship Seminar and an additional 1,000-hour internship. Two other courses, HLC600: Career Counseling and HLC601: Cross Cultural Issues in Counseling, complete the 12-credit certificate requirement.

Upon graduation, the Rhode Island Board of Mental Health Counselors and Marriage and Family Therapists requires a candidate for licensure to complete two years (2,000 hours) of relevant counseling experience in the workplace, and to receive 100 hours of clinical supervision by a supervisor approved by the Rhode Island Board before being eligible to sit for the state licensing examination.

Incoming holistic counseling students who plan to pursue the certificate are advised to matriculate into the master's program in the customary manner. Application for the certificate can be submitted at the time of an interview with the graduate program director during the first month of a candidate's final master's semester.

Curriculum

Core Curriculum (18 courses/54 Credits)

Area I: Theoretical Foundation of Counseling Theory: Toward Synthesis (9 credits)

The purpose of this area's required courses is to present an overview of the basic concepts of the Counseling Program, focusing on integrating concepts relevant to counseling from several areas of research and practice. Each uses a different starting point to connect to the common core of what it means to be a fully functioning human being. Disorders are defined in terms of health rather than health being defined as the absence of disease. The focus is on connection and synthesis.

- HLC504: Introduction to the Foundations of Counseling and Leadership
Theory from a Holistic Perspective(3 credits)
- HLC507: Toward Synthesis: The Body/Mind Connection(3 credits)
- HLC511: Toward Synthesis: Psychological Health and the
Search for Meaning, and the Wisdom Traditions(3 credits)

Area II: Assessment and Treatment in Mental Health Counseling (12 credits)

This section is concerned with the application of counseling theory to practice, beginning with a review of the most current counseling modalities, assessment, and treatment planning, and finally focusing on specific treatment modalities and populations. All four required courses in this section focus on diversity as well as common elements. In keeping with the integrative vision of the program, they are designed to dovetail so that although each focuses on a specific area, they might be considered sections of the same course.

- HLC509: Toward Synthesis: On the Level of Mind/Emotions(3 credits)
- HLC513: Systems Theory and Family Therapy(3 credits)
- HLC515: Assessment and Treatment Planning(3 credits)
- HLC532: The Psychology of Group Process(3 credits)

Area III: Human Growth and Development, and Social and Cultural Foundations (12 credits)

Consistent with the program philosophy, this section considers the broad concept of human growth and development as a universal theme in dialogue with the dimensions of cultural, ethnic, gender, and personality differences that contribute to our individual uniqueness. The courses in this section are also designed to encourage students to examine their own assumptions about illness and health, as well as racial, cultural, and gender-based stereotypes.

- HLC508: Developmental Issues in Counseling and Leadership(3 credits)
- HLC573: Laboratory in Interpersonal Communication Skills(3 credits)
- HLC600: Career Counseling(3 credits)
- HLC601: Cross-Cultural Issues in Counseling(3 credits)

Area IV: Evaluation (3 credits)

Because a counseling degree with a holistic concentration requires the reviewing of studies across many disciplines, the ability to read research intelligently and to examine it critically is crucially important. One of the following two courses is required; students

are strongly recommended to take this course early in their program of studies.

- HLC500: Research Methods(3 credits)
- HLC553: Evaluation(3 credits)

Area V: Counseling Practicums (6 credits)

Practical elements are included in most courses as part of the philosophy that emphasizes personal involvement and learning by doing. This segment of the program places particular emphasis on acquiring one-to-one counseling skills. Beginning in the classroom with role-plays and close supervision, students embark upon counseling in real life situations, in preparation for the culmination of their training. Practicum courses also give extensive consideration to ethical and legal issues related to the counseling profession.

- HLC530: Practicum in Counseling I(3 credits)
- HLC531: Practicum in Counseling II(3 credits)

Area VI: Internship (12 credits)

Internship is the culmination of the counselor training program toward which all previous course work has been directed. Two phases comprise the Internship experience. Phase I consists of HLC 570 and 571, combining a ten-hour weekly field placement with a weekly seminar. Phase II, during the final year, consists of an extended 1,000-hour field placement during which students receive extensive supervised counseling experience in a variety of clinical settings. During Phase II, they also attend weekly two hour seminars (HLC 608 and 609) to review their work and explore transference, counter-transference and ethical issues as they arise.

- HLC570: Internship and Seminar I(3 credits)
- HLC571: Internship and Seminar II(3 credits)
- HLC608: Advanced Internship Seminar I(3 credits)
- HLC609: Advanced Internship Seminar II(3 credits)

Area VII: Electives (6 credits)

Required courses comprise 54 of the 60 credits required for this Certificate of Advanced Graduate Study. A candidate may choose from the following courses to complete the program. Additional courses that meet program requirements may be offered.

- HLC579: Grief Counseling(2 credits)
- HLC582: Transformation through the Expressive
and Creative Arts(3 credits)
- HLC584: Movement, Creativity and Consciousness(2 credits)
- HLC585: Crisis Intervention(2 credits)
- HLL586: Introduction to Holistic Leadership Perspectives(3 credits)

Required courses are offered at least once per academic year. Most electives are offered annually, some every other year.

Master of Arts in Holistic Counseling with an Individualized Concentration:

Students may propose an individualized course of study aimed at meeting personal and academic goals. Working with the graduate program director and holistic counseling program coordinator, students may design a unique program of study by selecting and justifying three related elective courses from among those offered in other Salve Regina University graduate programs.

Note: Students who intend to fulfill academic requirements for mental health licensure must first complete those course requirements before adding the additional electives of the individualized concentration.

Master of Arts in Holistic Leadership

Program Requirements

Holistic Leadership is an integrative field of study. Students learn skills that are important to lead individuals, groups, and large organized systems in a time of change and transformation. By combining holistic approaches, interpersonal communication skills, organizational learning, and systems thinking, students learn to lead within their own personal and professional spheres. Students also learn to see personal, group, and larger systems through multiple lenses and to apply critical thinking, inquiring, and reflective analysis to leadership. Students are introduced to both western and non-western leadership principles and models and to the art of leading system change and transformation.

The leadership program offers a 36-credit master's degree in holistic leadership. Graduates of the Salve Regina holistic counseling program may earn a 12-credit Certificate of Advanced Graduate Studies or a 12-credit Certificate of Graduate Studies in holistic leadership. Applicants to the holistic leadership certificate program who already have a master's or an undergraduate (in some instances) degree from an accredited university other than Salve Regina may be eligible for admissions into a Certificate of Graduate Studies program in holistic leadership. Upon review of a potential student's application, and on a case-by-case basis, applicants may be required to take additional holistic foundation courses in order to be fully matriculated into the CAGS and CGS programs.

Curriculum

Students must successfully complete 36 credits to qualify for the master's degree in holistic leadership.

Core Curriculum (10 courses/30 credits):

- HLC504: Introduction to the Foundations of Counseling and Leadership Theory from a Holistic Perspective(3 credits)
- HLC507: Toward Synthesis: The Body/Mind Connection(3 credits)
- HLC511: Toward Synthesis: Psychological Health, the Search for Meaning, and the Wisdom Traditions(3 credits)
- HLC573: Laboratory in Interpersonal Communication Skills(3 credits)
- HLL586: Introduction to Holistic Leadership Perspectives(3 credits)
- HLL520: Leading Holistically(3 credits)
- HLL521: Leading System Change and Transformation(3 credits)
- HLL522: Creative Intervention Skills Part I(3 credits)
- HLL523: Creative Intervention Skills Part II(3 credits)

Students may choose one of the following four courses as part of the required curriculum:

- HLC508: Developmental Issues in Counseling and Leadership(3 credits)
- HLC532: The Psychology of Group Process(3 credits)
- HLC553: Evaluation(3 credits)

or

- HLC500: Research Methods may be taken in place of HLC 553(3 credits)

Course substitutions may, upon review, be approved by the program director – if appropriate and applicable to a student’s personal and professional goals.

Holistic Leadership Electives (two courses/6 credits)

Students may choose and successfully complete two from the following course list:

- HLC508: Developmental Issues in Counseling and Leadership(3 credits)
- HLC509: Toward Synthesis: On the Level of Mind/Emotions(3 credits)
- HLC513: Systems Theory and Family Therapy(3 credits)
- HLC530: Practicum in Counseling: Part I(3 credits)
- HLC532: The Psychology of Group Process(3 credits)
- HLC553: Evaluation(3 credits)

or

- HLC500: Research Methods may be taken in place of HLC 553(3 credits)
- HLC575: Healing(2 credits)
- HLC579: Grief Counseling(2 credits)
- HLC581: Special Topics are offered periodically throughout the year. (1-3 credits)
- HLL581: Special Topics are offered periodically throughout the year. (1-3 credits)
- HLC582: Transformation through the Expressive and Creative Arts . . .(3 credits)
- HLC584: Movement, Creativity and Consciousness.(2 credits)
- HLC601: Cross Cultural Issues in Counseling(3 credits)

Electives may be substituted with appropriate courses with permission of program director – if appropriate and applicable to a student’s personal and professional goals. Holistic Leadership students may select elective courses individually to reflect personal,

career, and professional goals. In some instances, electives may be substituted with appropriate courses from other disciplines, such as Administration of Justice (ADJ); Business Studies (MGT); Healthcare Administration and Management (HCA); Holistic Counseling (HLC); Humanities (HUM); International Relations (INR); or Rehabilitation Counseling (RHB) with permission of program director. Prerequisites as indicated in the course descriptions are required unless specifically waived by the instructor.

Required courses are offered at least once per academic year. Most electives are offered annually, some every other year. Course substitutions may, upon request, be approved by the program director.

Master of Arts in Holistic Leadership with an Individualized Concentration

Students may propose an individualized course of study aimed at meeting personal and academic goals. Working with the graduate program director, students may design a unique program of study by selecting and justifying three related elective courses from among those offered in other Salve Regina University Graduate Programs such as Administration of Justice (ADJ); Business Studies (MGT); Healthcare Administration and Management (HCA); Holistic Counseling (HLC); Humanities (HUM); International Relations (INR); or Rehabilitation Counseling (RHB). Unique programs of concentration require the permission of both the graduate program director and the dean of graduate studies and continuing education.

Certificate of Advanced Graduate Studies (CAGS) in Holistic Leadership (four courses/12 credits)

Program Requirements

Students who wish to earn this certificate must successfully complete the following courses:

Prerequisites

HLL586: Introduction to Holistic Leadership Perspectives(3 credits)
May be taken concomitantly or after HLL520

Curriculum (four courses/12 credits)

HLL520: Leading Holistically(3 credits)
HLL521: Leading System Change and Transformation(3 credits)
HLL522: Creative Intervention Skills(3 credits)
HLL523: Creative Intervention Skills II(3 credits)

Course substitutions may, upon request, be approved by the program director)

**Certificate of Graduate Studies (CGS) in Holistic Leadership
(four courses/12 credits)**

Program Requirements

Students who wish to enter the certificate program must successfully complete the following prerequisites:

- HLC504:** Introduction to the Foundations of Counseling and Leadership Theory from a Holistic Perspective(3 credits)
 - HLL586:** Introduction to Holistic Leadership Perspectives(3 credits)
- May be taken concomitantly or after HLL520

Upon review of an applicant’s personal goals, prior experience, and current learning needs, accepted students may petition to substitute HLC 504 with the following course:

- HLL581:** Overview of Holistic Leadership Principles and Practice(1 credit)

Students who wish to earn this certificate must successfully complete the following courses:

Curriculum (four courses/12 credits)

- HLL520:** Leading Holistically(3 credits)
- HLL521:** Leading System Change and Transformation(3 credits)
- HLL522:** Creative Intervention Skills I(3 credits)
- HLL523:** Creative Intervention Skills II(3 credits)

Course substitutions may, upon request, be approved by the program director.

Holistic Leadership Institute

The Holistic Leadership Institute is part of the Holistic Leadership Program, offered through the Office of Graduate Studies and Continuing Education at Salve Regina University. The four-day professional development program is offered during the summer and will introduce potential master’s level students and interested professionals from diverse fields, disciplines, and careers, to leadership from a holistic perspective. The program offers an interdisciplinary approach to leadership and gives an overview of holistic leadership principles and practice when working with individuals, groups, and larger organized systems. Lectures and discussions are combined with hands-on experiential activities.

Acceptance into the program is competitive and requires a formal application, which includes a one-page letter of intent stating how the applicant wishes to utilize the training professionally, along with an explanation of the individual’s qualifications to do so, and a professional resume.

Accepted applicants may enroll in the Holistic Leadership Institute as a professional development experience and, upon successfully completing the weekend, will receive a Certificate of Completion and Continuing Education Units. Additionally, students may earn one credit of graduate work by completing the assigned work outlined on course syllabus.

Master of Arts and Certificate of Advanced Graduate Studies in Holistic Counseling and Holistic Leadership: Concentration in the Professional Applications of the Expressive and Creative Arts

A 15-credit addendum in the expressive and creative arts can be added to the 48-credit Master of Arts in Holistic Counseling, or to the 36-credit Master of Arts in Holistic Leadership, resulting in a 63-credit Master of Arts and Certificate of Advanced Graduate Studies in Holistic Counseling or a 51-credit Master of Arts or Certificate of Advanced Graduate Studies In Holistic Leadership with a Concentration in the Professional Applications of Expressive and Creative Arts. This program provides students with an opportunity to specialize in the intermodal uses of the expressive and creative arts in counseling, education, the arts, medical care-giving, the corporate environment, or any human service profession. This concentration is designed for students who wish to work professionally with individuals and groups to foster personal growth, transformation, and creative development.

To register for any expressive and creative arts elective course requires permission of the program coordinator, since they are all prerequisites for the CAGS/CGS program in the expressive and creative arts.

The focus in this advanced studies program is on the integration of the visual arts with dance/movement, sound/music, and expressive writing as a tool for transformation and the evolution of consciousness. While consideration is given to all modalities and how they can be used in holistic counseling as well as a variety of other professional applications, this program is primarily based on the visual arts. Emphasis is given to the theoretical applications of each modality, and the scientific basis that supports the integration of the expressive and creative arts into multiple contexts. The program offers students an opportunity for hands-on personal work. The ability to participate in this experiential work is an essential aspect of the program.

Prerequisites

The prerequisites for the certificate may be fulfilled by either taking the following three courses: HLC581: Introduction to Expressive Sound; HLC582: Transformation through the Expressive and Creative Arts; and HLC584: Movement, Creativity, and Consciousness, or by completing the three-weekend non-credit educational training program in the professional applications of the expressive and creative arts offered by the University's Expressive Arts Institute.

To register for any expressive and creative arts elective course requires permission of the program coordinator, since they are all prerequisites for the CAGS/CGS program in the expressive and creative arts.

If a student falls below a minimum 3.30 (B+) grade point average in any one of the three prerequisite expressive arts courses, he/she will not be allowed to take any further expressive arts courses unless an exception is made by the program coordinator on a case-by-case basis.

Admissions Criteria

Students must apply for admission into this CAGS program through the expressive arts program coordinator. Acceptance into the Expressive Arts Institute and the CAGS programs is competitive and based on a minimum 3.0 (B) cumulative grade point average on the graduate transcript, whether the degree is completed or partially completed. Those students who take the for-credit courses (HLC 581; 582; 584) as their prerequisite for the Certificate program rather than the non-credit Expressive Arts Institute must have at least a 3.30 (B+) grade point average in each prerequisite expressive arts course.

Students who have successfully completed the Expressive Arts Institute’s non-credit program must have a satisfactory recommendation from each of the expressive arts faculty in that program to be accepted into the CAGS program. Students must also have the ability to fulfill the requirements of the program according to accepted standards of the profession as deemed essential by the faculty.

Curriculum

Core Curriculum (19 courses/57 Credits)

- HLC504: Introduction to the Foundations of Counseling
Theory from a Holistic Perspective(3 credits)
- HLC507: Toward Synthesis: The Body/Mind Connection(3 credits)
- HLC508: Developmental Issues in Counseling(3 credits)
- HLC509: Toward Synthesis: On the level of Mind/Emotions(3 credits)
- HLC511: Toward Synthesis: Psychological Health,
the Search for Meaning, and the Wisdom Traditions(3 credits)
- HLC513: Systems Theory and Family Therapy(3 credits)
- HLC515: Assessment and Treatment Planning(3 credits)
- HLC530: Practicum in Counseling: Part I(3 credits)
Practicum is taken the year or summer before Internship
- HLC531: Practicum in Counseling: Part II(3 credits)
Practicum is taken the year or summer before Internship
- HLC532: The Psychology of Group Process(3 credits)
- HLC553: Evaluation(3 credits)
- HLC570: Internship and Seminar I(3 credits)
- HLC571: Internship and Seminar II(3 credits)
- HLC573: Laboratory in Interpersonal Communication Skills(3 credits)
- HLC604: Self Discovery through the Expressive and Creative Arts . . .(3 credits)
- HLC610: An Intermodal Approach to the Expressive and
Creative Arts as Transformation(3 credits)

- HLC611: Group Applications of the Expressive and Creative Arts(3 credits)
HLC613: Introduction to Expressive Writing(3 credits)
HLC615: Utilizing Expressive Sound/Music and Theater Arts(3 credits)

Electives (6 credits)

Electives strengthen counselors' abilities to serve specific client populations by fostering personal growth, adding skill depth and opening professional vistas. The number of electives students take depends on their plan of studies and the number of required courses that may have been waived.

- HLC575: Healing(2 credits)
HLC579: Grief Counseling(2 credits)
HLC581: Special Topics*(1 or 3 credits)
HLC582: Transformation through the Expressive and Creative Arts . . .(3 credits)
HLC584: Movement, Creativity and Consciousness: An Introduction . .(2 credits)
HLC585: Crisis Intervention(2 credits)
HLL586: Introduction to Holistic Leadership Perspectives(3 credits)
HLC587: Counseling for Women(3 credits)
HLC581: Special Topics are offered periodically throughout the year.
Introduction to Expressive Sound(1 credit)
HLL581: Special Topics are offered periodically throughout the year.
Overview of Holistic Leadership Principles and Practice(1 credit)

Required courses are offered at least once per academic year. Most electives are offered annually, some every other year.

Certificate of Graduate Studies in the Professional Applications of the Expressive and Creative Arts

A Certificate of Graduate Studies (CGS) in the professional applications of the expressive and creative arts is offered through the graduate programs in holistic counseling and holistic leadership. This program is specifically designed for individuals who do not have a master's degree in holistic counseling or holistic leadership from Salve Regina University but instead have a master's degree or bachelor's degree in psychology, social work, counseling, medical care-giving, education, fine arts, humanities, or a related field from another university and would like to learn how to incorporate the expressive and creative arts into their professional work.

The focus in this Certificate of Graduate Studies program is on the integration of the visual arts with dance/movement, sound/music, and expressive writing as a tool for transformation and the evolution of consciousness. While consideration is given to all modalities and how they can be used in a variety of other professional applications, this program is primarily based on the visual arts. Emphasis is given to the theoretical applications of each modality, and the scientific basis that supports the integration of the expressive arts and creative arts into multiple contexts. The program offers students

an opportunity for hands-on personal work. The ability to participate in this experiential work is an essential aspect of the program.

Prerequisites

The prerequisites for the certificate program may be fulfilled by taking either the following three courses: HLC581: Introduction to Expressive Sound; HLC582: Transformation through the Expressive and Creative Arts; and HLC584: Movement, Creativity, and Consciousness or by completing the three-weekend non-credit educational training program in the professional applications of the expressive and creative arts offered by the Expressive Arts Institute.

To register for any expressive and creative arts elective course requires permission of the program coordinator, since they are all prerequisites for the CAGS/CGS program in the expressive and creative arts.

If a student falls below a minimum 3.30 (B+) grade point average in any one of the three prerequisite expressive arts courses, he/she will not be allowed to take any further expressive arts courses unless an exception is made by the program coordinator on a case-by-case basis.

Students must apply for admission to the Expressive Arts Institute non-credit program through the program coordinator.

Admissions Criteria

Students must apply for admission into this CGS program through the Office of Graduate Studies and Continuing Education. Acceptance is competitive and based on a minimum 3.0 (B) cumulative grade point average on the graduate or undergraduate transcript and a minimum 3.30 (B+) grade point average in each prerequisite expressive arts course as it is completed. Students who have successfully completed the Expressive Arts Institute non-credit program in lieu of the three prerequisite courses must have a satisfactory recommendation from each of the expressive arts faculty in that program. Students must also have the ability to fulfill the requirements of the program according to accepted standards of the profession as deemed essential by the expressive arts faculty.

The application process includes an official transcript of the master's or bachelor's degree, a transcript of the completed prerequisite courses, or the recommendation of the program coordinator and expressive arts faculty if the Expressive Arts Institute is the substitute prerequisite, along with a nonrefundable application fee.

Curriculum

(Five Courses/15 Credits)

- HLC604: Self Discovery through the Expressive and Creative Arts(3 credits)
- HLC610: An Intermodal Approach to the Expressive
and Creative Arts as Transformation(3 credits)
- HLC611: Group Applications of the Expressive and Creative Arts(3 credits)

- HLC613: Introduction to Expressive Writing(3 credits)
- HLC615: Utilizing Expressive Sound/Music and Theater Arts(3 credits)

The Expressive Arts Institute

The Expressive Arts Institute is part of the holistic graduate programs in Holistic counseling, holistic leadership and the Graduate Studies and Continuing Education at Salve Regina University. This three-weekend non-credit professional development program has been designed to provide educators, artists, medical care-givers, counselors, and those in related fields with basic training in the expressive and creative arts to facilitate transformation, self-discovery, physical healing, and the evolution of consciousness when working with groups or individuals.

The program will focus on using a multi-modal approach to the expressive and creative arts concentrating specifically on an integration of the visual arts with movement, sound and expressive writing. Class lectures and discussions on the applications of the expressive and creative arts and research supporting its efficacy will be combined with hands-on experiential exercises. The ability to participate in the experiential portion of this work is an essential aspect of the program.

Upon successfully completing all three weekends of the program, students will receive a Certificate of Completion qualifying them to work as an expressive arts educational facilitator. Continuing education units (C.E.U.s) will be available for those students who wish to receive them.

Acceptance into the Expressive Arts Institute program is competitive and requires a formal application, which includes a one-page letter of intent stating how the applicant wishes to utilize the training professionally, along with an explanation of the individual's qualifications to do so; a professional resume; names and phone numbers of three professional references; a personal telephone interview; and a nonrefundable \$100 deposit.

Each application will be reviewed and approved by the Expressive Arts Institute program coordinator. Along with the minimum requirement of a bachelor's degree, students must also have the ability to fulfill the requirements of the program according to accepted standards of the profession as deemed essential by the expressive arts faculty.

To earn the Certificate of Completion a student must attend all three weekend sessions consecutively, attend all classes from start to finish, actively participate in and contribute to all aspects of the program, and complete all outside work assignments to the satisfaction of the faculty.

Class times for all three weekends run from 1 p.m. to 5:30 p.m. on Fridays; 9 a.m. to 5:30 p.m. on Saturdays; and 9 a.m. to 4 p.m. on Sundays.

For upcoming weekend dates, tuition and more information go to: www.salve.edu/graduatestudies/programs/exp/ or call: 401-341-2157.

Certificate of Graduate Studies in Holistic Studies (CGS)

The Certificate of Graduate Studies in Holistic Studies allows a student to sample courses from the three program areas housed within holistic graduate programs: Holistic Counseling, Holistic Leadership, and the expressive and creative arts. Students who are accepted into the certificate program in holistic studies will create an individualized program of study to match personal and professional goals and learning needs. Upon completion and review of student applications, and on a case by case basis, potential students may be required to take additional courses in order to be fully matriculated into the CGS program in holistic studies.

Program requirements:

Students who wish to earn this certificate must successfully complete the following courses:

Curriculum:

Required:

HLC 504: Introduction to the Foundations of Counseling and Leadership Theory from a Holistic Perspective(3 credits)

Electives:

(three courses/9 credits required)

Students may choose and must successfully complete three (3) additional courses or credit equivalents from the holistic graduate program offerings provided: the chosen courses do not have pre-requisites; the CGS program is developed in partnership with a program advisor; and the proposed course selections approved by the program director.

**Interdisciplinary Salve Regina University Graduate Programs/
Holistic Leadership Certificate Options**

**Certificate of Graduate Studies in Holistic Leadership & Management
(four courses/12 credits required)**

Students who wish to earn this certificate must successfully complete the following two courses:

HLL586: Introduction to Holistic Leadership Perspectives(3 credits)
HLL520: Leading Holistically(3 credits)

Students may then choose and successfully complete any two of the following courses:
MGT501: Management and Organizational Theory(3 credits)
MGT509: Human Resource Management(3 credits)
MGT540: Social and Ethical Issues: A Global Perspective(3 credits)
MGT555: Organizational Development(3 credits)

Courses substitutions may, upon request, be approved by the appropriate graduate program director.

Certificate of Graduate Studies in Holistic Leadership and Change Management (four courses/12 credits required)

Students who wish to earn this certificate must successfully complete the following course:

HLL586: Introduction to Holistic Leadership Perspectives(3 credits)

Students must choose and successfully complete one of the following courses:

HLC532: Psychology of Group Process(3 credits)

HLC573: Laboratory in Interpersonal Communication Skills(3 credits)

HLL520: Leading Holistically(3 credits)

Students must choose and successfully complete two of the following courses:

MGT567: Creative Problem-Solving(3 credits)

MGT534: Global Quality Management: ISO 9001(3 credits)

MGT555: Organizational Development(3 credits)

Course substitutions may, upon request, be approved by the appropriate graduate program director.

Certificate of Graduate Studies in Holistic Leadership and Administration of Justice (four courses/12 credits)

Students who wish to earn this certificate must successfully complete the following two courses:

HLL586: Introduction to Holistic Leadership Perspectives(3 credits)

HLL520: Leading Holistically(3 credits)

Students must choose and successfully complete two of the following courses:

ADJ505: Constitutional Issues in Law Enforcement:
Constitutional Law and Civil Liability(3 credits)

ADJ521: Management Issues in Law Enforcement(3 credits)

ADJ581: Special Topics: Strategic Planning for Law
Enforcement Executives(3 credits)

ADJ581: Special Topics: Leadership in Law Enforcement(3 credits)

Course substitutions may, upon request, be approved by the appropriate graduate program director.

Course Descriptions:

HLC500: Research Methods

Students explore various research techniques and then apply that knowledge to an analysis of existing research and to designing and implementing their own research projects. The course includes preparation of a literature review, qualitative and quantitative approaches, triangulation methods, research designs, threats to internal

and external validity, sampling techniques, data collection methods, and ethical considerations. *Note: This course must be taken in the first year of graduate studies. Available online.*

HLC504: Introduction to the Foundations of Counseling and Leadership Theory from a Holistic Perspective

This is the foundation course for holistic graduate programs. The fundamental concepts of the program, which will be elaborated and expanded upon in subsequent courses, are presented here. This course provides an introduction and historical overview of the philosophic and scientific foundations that inform the holistic graduate programs. The course focuses on the emergence of a holistic perspective as it applies to the development of western science and philosophy within the context of psychology, counseling and leadership as distinct disciplines. It examines how attitudes, beliefs, and epistemological assumptions of scientific researchers have influenced professional practice in the fields of counseling and leadership. It further traces how recent changes in science's epistemological assumptions have affected a shift in both research and professional practice and considers the implications of this shift. This course should be taken in the first year.

HLC507: Toward Synthesis: The Body/Mind Connection

This course will focus on defining, experiencing, and working with the body-mind connection. The scope of study includes current research findings in neuroscience that address the need to integrate western civilization's split between the mind and the body. The course will review modalities and techniques, validated by neuroscience, that have an integrative effect on the body-mind connection. Further, the course will review the somatic therapeutic processes that support integrative brain function and result in emotional, mental, physical and spiritual wellbeing. This course is essential for both holistic counselors and holistic leaders to integrate the mind-body perspective into their work as holistic professionals.

HLC508: Developmental Issues in Counseling and Leadership

Students study developmental psychology as it applies to counseling and leadership potential. Theories pertaining to stages of development – intellectual, emotional, moral and spiritual are explored. Issues related to gender and culture are also considered. Particular attention is paid to the effect of the individual's overall level of development on the counseling process and capacity for effective leadership. In-class experiences allow students to explore the potentials and limits of their own developmental level along with techniques to enhance and expand their personal potential.

HLC509: Toward Synthesis: On the Level of Mind/Emotions

This course begins with an explanation of the theoretical underpinnings of current principal psychotherapeutic approaches. It surveys the theories of Freud, Jung and Adler, extending to behaviorism, person-centered therapy, existential therapy, transactional analysis, rational emotive, Gestalt, reality and cognitive behavioral therapies.

HLC511: Toward Synthesis: Psychological Health, the Search for Meaning, and the Wisdom Traditions

Victor Frankel first emphasized the central importance of meaningfulness when he said, “He who has a why to live for can bear almost any how.” This course is predicated on research that indicates there is a direct correlation between both physical and mental health, and one’s sense of personal meaning as well as connectedness to a larger purpose commonly called spiritual meaning. In order to understand various cultural backgrounds, students survey several of the main wisdom traditions of the world, discovering commonalities and differences, and ways to respectfully support and follow clients in their own quest for meaning and purpose in life. It is recommended that this course be taken near the end of the program.

HLC513: Systems Theory and Family Therapy

This course traces the history of systems theory as it evolved in several disciplines, and as it was applied to the treatment of couples and families. The recent evolution of family therapy is considered, as it moved from simple cybernetics to cybernetics of cybernetics and the influence of postmodernist thinking. Through videos and role plays, the course introduces students to the practice of couple and family therapy, including how to diagnose and treat various family problems from a systems perspective.

HLC515: Assessment and Treatment Planning

This course familiarizes students with the assessment process, how to interview and use assessment tools in conjunction with the DSM-IV TR to arrive at a diagnosis and treatment plan, and compares standard assessment techniques and process-oriented interviewing. It considers when to make appropriate referrals to ancillary treatment modalities or for medical evaluations. It also weighs both the potential benefits and risks of assigning diagnostic labels to people.

HLL520: Leading Holistically

New leaders are urgently needed in all aspects of our collective lives—personally, locally, and globally. Leading holistically looks at leadership as an integrative and interdisciplinary field of study. It views leadership through a combined examination of western-based theoretical models and non-western based multicultural principles and approaches. Students will apply theories and approaches to the five-level holistic program model, discover personal leadership abilities, and integrate learning within their own areas of interest. HLL 520 and HLC 586 are introductory holistic leadership courses.

HLL521: Leading System Change and Transformation

Leading change is a constant challenge in an era of continuous flux. This course refines and deepens the material introduced in HLC 586 and HLL 520 and analyzes change leadership, system-age thinking, transformation dynamics, and strategies for collaborative change interventions. It will provide specific theoretical frameworks to help organize thinking, explore assumptions, and augment practice. Students will create personal change visions and leadership strategies, practice change

interventions, and develop and implement a collaborative change project.

Prerequisites: HLC 504, HLC 586, HLL 520 or with permission of program director.

HLL522: Creative Intervention Skills: Part I

An essential part of leading change is the ability to observe how people in a given system interact on a moment-by-moment basis to accomplish or defeat the achievement of their shared objectives. Using a model of transparent intervention and feedback, students learn how to intervene and build on the strengths inherent in any system. By creating a supportive and non-judgmental context, students model ways to creatively address non-functional aspects as well. This course is a requirement in the holistic leadership Program and a stand-alone elective in the Holistic Counseling Program. Permission of program director is required for HLL 522.

HLL 522 and HLL 523 must be taken together in the same semester.

HLL523: Creative Intervention Skills: Part II

In this course, under supervision, students have the opportunity to apply the creative intervention skills learned in HLL 522. This pair of classes, HLL 522/523 are held in an intensive format to provide the opportunity for students in holistic counseling as well as holistic leadership to experience observing and supporting individuals and systems through the Intervention and feedback model. The course is a requirement in the holistic leadership program and a stand-alone elective in the holistic counseling program. Prerequisite: HLL 522. Permission of program director is required for HLL 523.

HLL 522 and HLL 523 must be taken together in the same semester.

HLC530: Practicum in Counseling I

Practicum I provides students with the opportunity to practice basic counseling skills. Using triads of counselor, client and observer, students role play under supervision, discovering how to assist clients in defining an issue, clarifying goals, and mobilizing energy and resources to achieve them. Students practice evaluating progress, and assessing a client's level of resistance/ degree of commitment toward resolving a problem. They learn how to identify transference and counter-transference, as they are manifested in the session itself. Basic ethical problems (competence, confidentiality, duty to warn, dual relationships) are also considered. *Practicum I must be taken before the internship.*

HLC531: Practicum in Counseling II

In Practicum II students continue to develop the counseling skills they learned in Practicum I. A combination of in-class and video demonstrations of experienced counselors at work and students role-playing under the guidance and supervision of the instructor aims to deepen their knowledge, competence and confidence in the ability to function as effective counselors. Increasing attention is paid to the counselor's own self-awareness and emotional responses while working with clients. Professional ethical issues along with relevant readings continue to be explored and discussed.

Practicum I must be taken before the internship.

HLC532: The Psychology of Group Process

The study of small groups is multi-faceted and cuts across many social science disciplines. This course will provide a framework through which to view group development as it applies to the helping professions. The course will provide practical experiences in group process, group interventions, and group facilitation. Students will learn to identify different group types, establish group norms, understand the evolution of a typical group, and become familiar with ethical issues and standards of practice in group work. Students will practice leading a group under supervision in the classroom.

HLC553: Evaluation

This course is designed to familiarize students with ways to evaluate theories, hypotheses and methodologies, both qualitative and quantitative, pertinent to understanding human behavior and development. Emphasis is placed on developing critical thinking skills, and applying them to specific areas of student research interests. Students may take HLC500 in place of HLC553.

HLC570: Internship and Seminar I

Student interns practice in placements approved by the internship coordinator. There they begin to develop and apply their cumulative holistic counseling skills and abilities to guide others. The two-semester supervised experience totals 150 hours per semester and is complemented by a weekly two hour on-campus seminar. Students are required to obtain professional liability insurance coverage.

HLC571: Internship and Seminar II

Continuation of HLC570.

HLC573: Laboratory in Interpersonal Communication Skills

This laboratory experience provides the opportunity to explore one's style of interacting with others. Through practice in this group, students learn how to use basic interpersonal skills such as listening, primary accurate empathy, immediacy and appropriate self-disclosure – the skills of effective professionals in counseling and leadership positions. This course should be taken in the first year.

HLC575: Healing

This theoretical and practical course emphasizes personal health, assessment, the tradition of healing, and the capacity of every person to encourage and guide the healing process.

HLC579: Grief Counseling

In this experiential course, students identify and explore personal issues around loss and grief. The personal work provides a foundation for working more effectively with clients in loss and grief situations.

HLC581: Special Topics

Special topics courses are offered periodically. Subjects include:

Introduction to Expressive Sound

This course serves as an introduction to the uses of sound as a creative and transformative force for individuals and groups. Through experiential exercises and discussion, the course will explore how expressive sound can be utilized to help release tensions, express emotions, and calm the nervous system. The in-class experiences will draw upon various sound-based modalities, including: vocal toning, deep listening, and breathing practices. *This course is a prerequisite for the CAGS/CGS in the professional applications of the expressive and creative arts.*

Body and Personal Myth: A Jungian Perspective

This course will explore the relationship between archetypal images, the body and personal myth. Based on the work of Carl G. Jung, the course will introduce and expose students to a basic understanding of depth psychology through the use of myth and metaphor.

Substance Abuse and Treatment

This course describes the human addiction process as it applies to substance abuse and addictive human behavior. Various theories regarding its development and treatment will be presented. Methods of evaluating effective treatment of addictions will also be considered.

HLL581: Special Topics

Special topics courses are offered periodically. Subjects include:

Overview of Holistic Leadership Principles and Practice

The course will introduce an interdisciplinary approach to leadership and will give an overview of holistic leadership concepts, principles and practice.

HLC582: Transformation through the Expressive and Creative Arts

This course explores the use of the expressive and creative arts as a therapeutic and educational tool for transformation, self-discovery, physical healing, and the evolution of consciousness. Using the body-mind's inner language of imagery, students will learn how to access, release and transform nonverbal sensate impressions of feelings and emotions through drawing, painting and collage. As students experience the energetic shifts that occur in the body-mind when imagery is used to express inner states of awareness, they will begin to understand how thoughts, feelings and emotions can affect the body, mind and spirit. Through hands-on exercises, students will begin to recognize the difference between verbal and imagistic expression, and how that recognition can help resolve conflicts between thoughts and feelings that can impact body function and emotional response. The primary focus of this course will be to teach students how to utilize this transformative process with others in psychotherapy, education, medical care-giving, the arts, and the corporate environment. *This course is a prerequisite for the CAGS/CGS in the expressive and creative arts. To register for this expressive and creative*

arts elective course requires permission of the program coordinator, since it is a prerequisite for the CAGS/CGS program in the professional applications of the expressive and creative arts.

HLC584: Movement, Creativity and Consciousness

This two-credit course will introduce a variety of movement experiences to help students to develop a clearer understanding of the body/mind/spirit connection; to increase awareness of the creative, psychological and spiritual potential as revealed through the body; and to begin to develop an understanding of each student's unique tools and responsiveness through movement. Movement as an expression of and path toward increased consciousness will be explored. Students will also explore ways of working with others in education, psychotherapy, and mindfulness work to access experiences, often not accessible through words, which can then be processed and integrated for a more expressive and more fully embodied life. *This course is a prerequisite for the CAGS/CGS program in the professional applications of the expressive and creative arts. To register for this elective in the expressive and creative arts does not require permission of the program coordinator.*

HLC585: Crisis Intervention

A crisis is a turning point that provides opportunities for change and growth. Students explore a therapeutic approach to crisis intervention by assisting others through crisis and facilitating growth. Various developmental and situational emergencies are examined as they relate to understanding crises. Students learn and practice accurate evaluation, assessment, treatment, and how to communicate or refer to other human services professionals.

HLL586: Introduction to Holistic Leadership Perspectives

Visionary, trans-disciplinary thinking is needed to facilitate human and planetary change and to enhance interdependent cooperative action. Emerging leaders are needed everywhere—globally, locally, and personally to help accomplish the task. Students will be introduced to perspectives of holistic leadership at individual, group, and large system levels. They will learn to identify and apply these perspectives, learn a daily practice in systems thinking, and become familiar with a pluralistic conceptual framework that can be applied to most organized settings including: personal, family, small group, private, not-for-profit, profit, education, health, military, community, national and/or global systems. HLL586 is an introductory required course in the holistic leadership program. It is a stand-alone elective for students in holistic counseling and other University graduate programs.

HLC587: Counseling for Women

Students examine research on women's issues in therapeutic situations. This course is intended to enhance counselor sensitivity to a feminine psychology that acknowledges women's differences and counseling needs.

HLC600: Career Counseling

This course challenges the popular conception that what one does to earn money must remain separate from one's personal goals and values. It proposes that one's career can be, instead, the implementation of one's self-chosen values. Students are first encouraged to examine their own presuppositions about life and career goals. They are then taught a methodology that allows them to assess their true lifestyle and work values. Finally, they learn how to integrate life and career. Career assessment tools and methods for teaching this to others are presented and evaluated. *This is a required course for the CAGS in mental health.*

HLC601: Cross-Cultural Issues in Counseling

This course explores a rich variety of ethnic and gender-based cultures and subcultures. Consonant with the overall orientation of the program, students are challenged to explore both the diversity among cultures, and common elements that unite all peoples. Assumptions of the dominant culture about healthy functioning individuals and families are examined in the light of the great cultural variety found throughout the world. This course invites students to examine their own cultural lenses through which they see others, especially when they are working in a therapeutic environment. *This is a required course for the CAGS in mental health.*

HLC604: Self-Discovery through the Expressive and Creative Arts

This course is designed to provide students with experiential opportunities for creative self-discovery using various expressive arts modalities, primarily image-making. In addition, it offers discussion segments that explore the importance for our time and culture of engaging/heightening our connection to our own individual creativity and inner wisdom, and the effect doing this can have on the growth of personal as well as collective consciousness. One key premise of the course is that each of us is born creative and that being creative is the nature of being alive. Our creativity forms the essence of our enduring soul. Another key premise is that, in order to be effective in integrating the use of art, creativity and image-making in any educational, therapeutic, business or other professional setting, it is critical to explore one's own personal creative process, development, and style. Accordingly, the principal emphasis of the course is on individual work using personal process, in-class discussions, outside assignments and an independently designed project to develop a self-discovery creative/visual journal. *This course is required for the CAGS/CGS program in the professional applications of the expressive and creative arts. To register for any expressive and creative arts CAGS/CGS course requires permission of the program coordinator.*

HLC608/609: Advanced Internship Seminars

Advanced Internship Seminar is a two-hour per week seminar over two semesters conducted in conjunction with the 1,000-hour advanced internship for students pursuing the Certificate of Advanced Graduate Studies in Mental Health with a Holistic Concentration. Students work in a variety of clinical settings off campus to gain experience with a range of mental/emotional problems. There they conduct one-to-

one therapy with on-site supervision as well as work with groups and families as the situation permits. The seminars focus on overseeing the students' work at their placements, to help them deal with relational and counter-transference issues, and to provide support as they seek to integrate their personal and professional growth.

HLC610: An Intermodal Approach to the Expressive and Creative Arts as Transformation

In this course, students have an opportunity to do hands-on experiential work using an intermodal approach to the expressive and creative arts as it is applied to a variety of professions, including counseling, medical care-giving, education, the arts, and the corporate environment. It will focus on introducing the student to the fundamentals of deep ecology as used in the expressive and creative arts, along with mindfulness and awareness techniques to facilitate the evolution of consciousness and personal transformation. The emphasis in this course will be on using a multi-model approach to integrate the visual arts with movement, sound, expressive writing, and storytelling. *This course is required for the CAGS/CGS program in the professional applications of the expressive and creative arts. To register for any expressive and creative arts CAGS/CGS course requires permission of the program coordinator.*

HLC611: Group Applications of the Expressive and Creative Arts

This course will introduce central concepts and approaches to using the expressive and creative arts with groups. Participants will have the opportunity to learn about the application of group experiences with the expressive and creative arts in various settings, and will consider applications for a variety of group and community levels. Students will learn how to design and implement a group program with appropriate uses of various arts modalities, including movement, sound, writing and the visual arts. In a specific area of professional interest, students will develop a proposal for a group program demonstrating the benefits to a specific group or community. *This course is open only to students who have been accepted into the professional applications of the expressive and creative arts CAGS/CGS program. This is the final course in the CAGS/CGS program and cannot be taken until the other four courses have been completed.*

HLC613: Introduction to Expressive Writing

This course is designed to provide students with a comprehensive understanding of the principles and applications of expressive writing as a transformational tool that can facilitate emotional, physical and spiritual healing as well as self-discovery, personal growth and conflict resolution. The course will focus on how expressive writing can be used with others in psychotherapy, medical care-giving, the arts, education, and the corporate environment. In this course, students will learn how to adapt and integrate expressive writing into their own professional areas of specialization through class discussions and in-class writing exercises that emphasize an intermodal expressive and creative arts approach to writing. *This course is open only to students who have been accepted into the CAGS/CGS program in the professional applications of the expressive*

and creative arts. Any student who would like to register for this course prior to acceptance into the CAGS/CGS expressive and creative arts program can only do so with permission of the program coordinator.

HLC615: Utilizing Expressive Sound/Music and Theater Arts

This expressive arts course will deepen one's understanding of the realms of expressive sound, music and theater arts as a means of personal growth, community-building, and healing. The specific focal points for the course will include: vocal explorations and toning, elements of music for self-discovery and community-building, and theater exercises for personal and group expression. The course combines theory with practical exercises that demonstrate how to integrate them into programs for healing and education, as utilized in a variety of settings. *This course is required for the CAGS/CGS in the professional applications of the expressive and creative arts. To register for any expressive and creative arts CAGS/CGS course requires permission of the Program Coordinator.*

Humanities

Master of Arts in Humanities

Classes are offered at our Newport campus and online.

Doctor of Philosophy in Humanities

Classes are offered at our Newport campus.

Director: Michael Budd, Ph.D.
michael.budd@salve.edu
(401) 341-3284

Accredited by the New England Association of Schools and Colleges (NEASC).

About the Master's Program

The Master of Arts offers a foundation in the traditional humanities encompassing studies in history, language and literature, the arts, ethics, philosophy, and religion. The contemporary humanities are presented as an evolving framework that includes the social sciences and cultural studies. Interdisciplinary electives allow students to integrate classical humanities study with work in other fields that analyze and critically consider the dilemmas of the human condition and different perspectives on human and social development. Students develop an individual focus that compliments their undergraduate background, work experience and life goals. Students design their own plan of study through their choice of electives, and may choose to strengthen the focus of their interdisciplinary work by also writing an optional thesis and/or completing an internship or practicum field experience. Students may also choose to pursue specific specialized concentrations that are theme or problem focused (Humanitarian Assistance, Public Humanities, Religion, Peace and Justice). All graduates pursue in-depth study in their chosen humanities area and acquire advanced skills in research and writing, creative synthesis and problem-solving. Graduates benefit from the insights and perspectives they develop as they expand their knowledge in humanities subject areas and build practical skills applicable in fields such as education, public policy, social work, business and the arts. The Master of Arts may also be combined with other programs for a dual degree.

Program Requirements

Following completion of an approved program of 12 courses (36 credits) and all degree requirements, students qualify to receive the Master of Arts degree in humanities.

Curriculum

Core Curriculum (Six Courses/18 credits)

HUM500:	Research Methods	(3 credits)
HUM501:	Social and Ethical Issues: A Global Perspective	(3 credits)
HUM503:	Great Writers I	(3 credits)
HUM504:	Great Writers II	(3 credits)
HUM505:	Global Traditions I	(3 credits)
HUM506:	Global Traditions II	(3 credits)

Interdisciplinary Elective Courses (Four courses/12 credits)

Students select four courses from the following list:

HLC511:	Toward Synthesis: Psychological Health, the Search for Meaning, and the Wisdom Traditions	(3 credits)
HLC532:	The Psychology of Group Process	(3 credits)
INR511:	Philosophical Foundations of Politics	(3 credits)
INR512:	Justice and Order in International Relations	(3 credits)
INR516:	Identity, Harmony and Conflict	(3 credits)
RHB505:	Foundations for Rehabilitation Counseling: History, Principles, Laws and Ethics	(3 credits)
RHB523:	Cultural and Psychological Aspects of Disability	(3 credits)

Additional Electives (Two Courses/6 credits)

Students choose two courses from the following list or from the interdisciplinary electives listed above:

HUM510:	A History of Technology	(3 credits)
HUM581:	Special Topics/Research Colloquium	(1-3 credits)
HUM590:	M.A. Thesis	(6 credits)
HUM591:	Independent Study (Art, History, English, Philosophy, Religious Studies, Psychology or Politics)	(3 credits)
HUM598:	Internship/Practicum Field Experience	(3-6 credits)

Optional Specialized Concentrations

In addition to the six core curriculum courses students complete the required electives listed under their chosen concentration as well as a six-credit thesis, or internship/practicum field experience.

Humanitarian Assistance

HUM510:	A History of Technology	(3 credits)
HCA543:	Public Health Administration	(3 credits)

- INR562: International Organizations and Law(3 credits)
- INR572: Complex Humanitarian Emergencies(3 credits)

Public Humanities

- MGT501: Management and Organizational Theory(3 credits)
- HLL520: Leading Holistically(3 credits)
- MGT555: Organizational Development(3 credits)
- HUM620: Social Transformation through Art(3 credits)

Religion, Peace and Justice

- INR516: Identity, Harmony, and Conflict(3 credits)
- INR571: International Human Rights(3 credits)
- HUM610: Religion, Culture and Technology(3 credits)
- HUM625: Ethics and Modern Technology(3 credits)

Doctor of Philosophy in Humanities

About the Ph.D. Program

The Ph.D. offers the humanities as a foundation for understanding a world of accelerating and complex change. Cultivating expertise in traditional humanities fields and building skills as contemporary interdisciplinary scholars, students pursue doctoral research that makes a difference; bridging disciplines and exploring questions of human meaning in a dynamic study of the past, present and future. The Humanities Ph.D. was inaugurated in 1989 as an interdisciplinary investigation of the question, “What does it mean to be human in an age of advanced technology?” In one form or another, this question still commands attention in the 21st century. Broadly conceived, the human-technology relationship remains at the heart of the curriculum allowing students to draw insights and integrate knowledge from a variety of fields: religion, philosophy and ethics; art, literature and new media; history, politics and cultural theory. The challenge for each doctoral candidate is to develop a specific research direction that builds on the broader humanities and that engages with the doctoral theme. Students begin by choosing a program area of inquiry that is relevant to their preliminary research problem or issue. Building upon previous studies, professional and life experience, students choose from four areas of inquiry rooted in the scholarly expertise of faculty, the history of the doctoral program and Mercy mission of Salve Regina University:

- Technology, Science and Society
- Culture, Language and Memory
- Global Ethics and Human Security
- Community, Self and Social Transformation

Each area presents a different web of possible relationships linking a range of theoretical issues, debates and practical problems with relevant modes of inquiry from the humanities and social sciences. Students use the program area of inquiry to leverage prior knowledge and study, work and life experience in developing their own

individualized foundation that leads to problem focused and integrated interdisciplinary research and a distinguished doctoral dissertation.

Descriptions of Program Areas of Inquiry

Technology, Science, and Society

The humanities doctorate emerged from a historical moment at the end of the cold war when studies of the impact of technology and science on the society and culture were coming to the fore. Information was the operative word and the World Wide Web was not yet a pervasive part of social and commercial life. In the interim the mobile and digital have become the new buzz words and awareness of global relationships has increased the currency of using cultural and critical theory to investigate the impact of both technology and science in people's lives and on their ways of thinking. Topics: philosophy and technology, environmental sustainability, bio-ethics, medical humanities, technologies of war and violence, human factors and design, technology and material culture, technical innovation and business enterprise.

Culture, Language and Memory

The malleable term culture encompasses the way we see ourselves and the past, the things we make and the institutions and customs we sustain around us. Language and memory are the primary means of reproducing and understanding culture. Work in this area focuses on debates and problems concerning public and personal memory, the politics of social representation and narrative, historical interpretation, comparative literature and culture, and the history of ideas. Topics: epistemology and difference; local history; the city and human geography; historic preservation; digital humanities; new media; literature and history.

Global Ethics and Human Security

The term global describes not only a networked and connected world but also one that is riddled with technological gaps and social inequalities. Like universal human rights, global ethics underscores the challenge of respecting difference while building common human community and history. Looking beyond national borders and tribal perspectives the question of human security offers a frame for addressing a range of issues concerning democracy, health and the environment, corporate responsibility, competition for scarce resources, and peace building. Topics: conflict and climate; privacy and surveillance; civil-military relations; diasporas and immigration; community policing; economic justice; peace studies and conflict resolution; corporate ethics.

Community, Self and Social Transformation

The concepts of self and community lie at the heart of humanistic studies and are central constructs in making sense of the bridges and divides characterizing social, political and economic behavior. From the sphere of personal growth and individual healing to critiques of systems and institutions in an increasingly complex world we confront a range of oppositions from change vs. continuity, to the local vs. the global.

As we navigate personal relationships and the political and economic systems shaping our lives, questions arise about how we can serve the self and meaningfully connect to the larger world. How can self-fulfillment and individual beliefs be balanced with community in a pluralistic world? Topics: comparative belief; holistic studies; culture and values; leadership; educational reform; social policy; healthcare; mental health; disability; enterprise and business ethics.

Doctor of Philosophy in the Humanities

Program Requirements

Upon completion of all degree requirements, an approved program of study including thirteen core/elective courses (39 credits), and continuous enrollment in HUM 681-698 (3 credits each fall and spring until the dissertation is successfully defended) doctoral candidates are awarded the Doctor of Philosophy degree in humanities. Depending on each student’s background, additional preparation in the broader humanities or work in specific subject fields may be required.

HUM510, HUM600, HUM618 and HUM635 (Capstone courses) are required core courses. Students designate three additional 600-level courses to complete the doctoral core requirement of seven courses (21 credits). The concentration requirement of six elective courses (18 credits) is fulfilled through the required HUM598 or HUM655 (special topics: research colloquium), three courses from the remaining 600-level courses, designated as elective credit, and two interdisciplinary 500-level courses or other special topic/independent study courses.

Curriculum

Core/elective courses (13 Courses/39 credits)

HUM510:	A History of Technology	(3 credits)
HUM600:	Humanities Problems and Perspectives	(3 credits)
HUM605:	Philosophical Perspectives on the Digital Age	(3 credits)
HUM610:	Religion, Culture and Technology	(3 credits)
HUM617:	Political Philosophy and Technology	(3 credits)
HUM618:	Humanities Theory, Method and the Disciplines	(3 credits)
HUM620:	Social Transformation through Art	(3 credits)
HUM625:	Ethics and Modern Technology	(3 credits)
HUM630:	Modern Literature and the Human Condition	(3 credits)
HUM581/655:	Special Topics: Research Colloquium	(1-3 credits)
HUM635:	Culture, Society and the Global Condition	(3 credits)

Interdisciplinary Elective Courses

(See interdisciplinary courses under the Humanities' Master of Arts Curriculum)

Program Phases

Students progress through three phases:

- Proficiency phase ending in formal matriculation
- Qualifying phase leading to doctoral candidacy
- Dissertation phase culminating in an oral defense of the completed thesis

Proficiency Phase (Five courses/15 credits)

In the proficiency phase students complete prerequisites if required (e.g., independent study or specific masters level humanities courses such as HUM500); demonstrate competence in translating a second language, complete HUM510, HUM600 and 3 other courses designated as satisfying either core or elective credit (may include 500-level humanities and interdisciplinary courses from other programs), and complete a set paper exploring a provisional thesis or issue connected to the chosen inquiry area. Following their fifth course students contact the graduate program director to arrange the matriculation/evaluation meeting during which the student's progress, performance on the area of inquiry paper, remaining courses and any needs for humanities or special subject field preparation are discussed along with the possibilities for a potential faculty mentor. Students submit for approval to the program director a rationale for their proposed concentration electives and formally decide upon their doctoral area of inquiry.

The topic of the concentration paper is determined by the student's chosen area of inquiry. The format and scope of the paper is set by the director in consultation with the student. The paper is written during any Fall or Spring semester of the proficiency phase following successful completion of HUM600. The research and writing of the paper may form part of the work for a core/elective course taken during the semester in which it is completed (with the approval of the course instructor and program director). The paper is considered part of the student's preparation for the major fields examination, which is taken at the beginning of the qualifying phase. Students finish the proficiency phase by successfully completing the language translation examination.

Qualifying Phase (Eight Courses/24 credits)

Students fulfill the first step in the qualifying phase by taking the major fields exam. The exam may be taken in any fall or spring semester after the proficiency phase has been completed. The subject fields or disciplines for the exam are determined by the area of inquiry and concentration topic. The student begins by developing a preliminary reading list in the subject fields. The reading list is then approved and supplemented by the examining faculty in those fields. The major fields exam must contain at least two fields/disciplines. The student takes the oral exam administered by the examining faculty at the end of the semester. During the qualifying phase students also complete either HUM598 or HUM655, (special topics: research colloquium), take

HUM618 (Theory, Method and the Disciplines) and final core/elective courses finishing with HUM635 (the Capstone Course), which is taken in the spring semester preceding the comprehensive exam (administered at the beginning of August).

The Comprehensive Examination

Students qualify for doctoral candidacy after successfully passing the comprehensive examination. The exam follows satisfactory fulfillment of any prerequisites, demonstration of proficiency in language translation and in the program area of inquiry, any required special subject preparation, and completion of thirteen core/elective courses. In the comprehensive exam students are expected to demonstrate an advanced understanding of the humanities and the program area of inquiry. This written examination is based on core/elective courses and may include special subject area questions for individual students. The exam requires students to demonstrate excellence in summary analysis, explanation, citation, integration and critical evaluation.

Students who pass the doctoral comprehensive examination may apply for the Certificate of Advanced Graduate Studies in the Humanities by filing a request in the Office of the Registrar. Certificates are awarded at the following commencement.

Dissertation Phase

Following successful completion of the comprehensive examination, students advance to doctoral candidacy and enter the third program phase. Students are automatically enrolled in Dissertation Research, HUM681-698 each fall and spring until all degree requirements are completed. Each semester's work is graded pass or fail (P/F). Students remain enrolled in this course until the dissertation is officially accepted by the University. Before beginning research students publicly present a fully developed dissertation proposal. When the dissertation proposal is accepted, students proceed to research and write a scholarly dissertation under the guidance of the dissertation committee (the mentor and two readers).

Dissertation Proposals

Dissertation research proposals are completed and scheduled for public presentation in the first or second year of the dissertation phase. The proposal is approved by the faculty mentor, two readers, and the graduate program director. Topics and approaches must contain original contributions to knowledge within the scope of the humanities and the student's area of inquiry. As the dissertation is being written, students undergo ongoing review of the work. After the dissertation is completed, students engage in a public oral defense of the work. The degree is awarded upon the dissertation committee's positive recommendation. Following final revisions, dissertations are formally presented to the University for acceptance and in partial fulfillment of the Ph.D. in the Humanities.

Doctoral students are expected to complete their dissertation at Salve Regina within seven years of passing the comprehensive examination. For rare and compelling

reasons, a request for a one semester extension may be presented in writing to the graduate program director, who will make the final decision regarding the extension request.

Independent Research Fellows Ph.D. Program (IRFC)

The IRFC program offers the same course of study found in the traditional residence program, in an intensive and innovative hybrid alternative completed in one year (39 credits plus exams). Independent Research Fellows are subject to the same rules and procedures as traditional Ph.D. students. Fellows are judged for acceptance according to the same high standards applied to resident applicants with the added expectation that candidates possess the ability to work independently and are able to fully commit to the rigor and intensity of the year long cohort experience. A limited number of fellows will be accepted into each year's cohort. If a sufficient number of qualified candidates do not apply the IRFC may not be offered in a given year.

Course Descriptions:

HUM500: Research Methods

Students explore various research techniques, apply that knowledge to an analysis of existing research and design and implement their own research projects. The course includes preparation of a literature review, qualitative and quantitative approaches, triangulation methods, research designs, threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. *Note: If required as a prerequisite, this course must be taken in the first year of graduate studies. Available online.*

HUM501: Social and Ethical Issues: A Global Perspective

With the explosion of worldwide communications, the globalization of the economy, and the increase of international conflicts, this course takes a global perspective on major ethical issues impacting our daily lives as members of a world community. From business to world politics, students will examine enduring ethical concepts. Case studies will be used to explore contemporary applications to such concerns as armed conflict, overpopulation, global degradation, and education and literacy. This course will encourage students to seek solutions to improve the world in which we live. *Available online.*

HUM503: Great Writers I

Classic authors of major influence in world literature are discussed in relation to the humanities. Emphasis is directed to recurrent themes in drama, fiction, and poetry that can enrich contemporary appreciation of universal human values as they have been expressed through the ages. *Available online.*

HUM504: Great Writers II

In this study of such major authors as Plato, Racine, Shakespeare, Goethe, Flaubert and Tolstoy, students continue to read and discuss classic works of major significance. Emphasis is placed on the critical analysis of the works with a view toward understanding and appreciating them not just in their own time period and culture, but also in an attempt to discover how they can both reflect and illuminate contemporary experience. *Available online.*

HUM505: Global Traditions I

This course focuses on the distinctive cultural achievements that characterize the seminal traditions and civilizations of the ancient Near East and Mediterranean, and early modern Europe. Students examine the emergence of the humanities as a factor shaping modern Western cultural identity. *Available online.*

HUM506: Global Traditions II

This course focuses on the cultures and traditions of the eastern world. The arts, wisdom, and ways of life defining the regional traditions and civilizations of the Middle East and Asia are considered in a cross-cultural survey that provides a foundation for comprehending today's global dilemmas and opportunities. *Available online.*

HUM510: A History of Technology

This course investigates technology's impact on the human condition throughout history. Considered in this investigation are advances in technology based on human ingenuity, observation, and experimentation. Practical examples are taken from fields such as agriculture, communication, education, manufacturing, medicine, and business.

HUM581: Special Topics

Students explore topics of special interest in the humanities. (Special Topics: research colloquium may be taken for 1-3 credits to fulfill the doctoral research requirement.)

HUM590: M.A. Thesis

Students may decide to write a six-credit thesis under appropriate faculty direction and with the permission of the program director. Details are established prior to registration and in consultation with the thesis supervisor and the program director.

HUM591: Independent Study

A focused study on a subject outside the graduate catalog, an independent study provides opportunity for original and in-depth research on a specific topic or regional issue of the candidate's interest and professional focus. It is an important part of the curriculum and should be used to supplement existing coursework. A student selects a topic of research from a single field of learning or one which is interdisciplinary and prepares a research paper to be submitted at the end of the semester (recommended

minimum of 20 pages). The quality of the research paper should be appropriate to graduate level research. A list of preliminary readings and/or assignments and a means of assessment/evaluation are clearly defined in advance of the study.

Prerequisite: A minimum GPA of 3.2 is required (see guidelines and appropriate forms located on graduate Web site).

HUM598: Internship

This internship is comprised of individual work experience or a project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of the internship varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 240 hours (80/credit) of on-the-job experience occurring within a semester. The number of hours may be reduced if the internship involves significantly more writing as required by the faculty (*see guidelines and appropriate forms located on University Web site, Registrar's link*).

HUM600: Humanities Problems and Perspectives

Focused on the history of ideas, students survey core readings in the humanities. Perspectives, problems and debates concerning the human relationship to culture and technology are considered in the fields of philosophy, religion, literature, history and art. This course lays the interdisciplinary foundation for the related methods course, HUM618, and later dissertation work. Students prepare an interdisciplinary bibliographic essay on a significant humanities problem or debate.

HUM605: Philosophical Perspectives on the Digital Age

This course provides opportunities for students to investigate technology in historical context as the organization and institutionalization of knowledge for practical purposes. Students examine the effects of technology on the traditional human wisdom that has served as a stabilizing force throughout history.

Prerequisites: HUM510 and HUM600 or permission of the graduate program director.

HUM610: Religion, Culture and Technology

This course examines the interaction between religion, culture, the human person and the earth, using both general theories of religion and particular traditions. Among the latter, primary but not exclusive emphasis is given to contemporary Roman Catholic and Protestant views, with significant attention also given to American Indian perspectives. Areas explored include interpretations of technology, science, work, social justice, spirituality, morality, evil and death.

Prerequisites: HUM510 and HUM600 or permission of the graduate program director.

HUM617: Political Philosophy and Technology

This course examines the role that technology plays in creating political systems that are just and fair. After looking at the origins of the Western liberal tradition in the

political philosophy of Plato and Aristotle, we then trace a line of thinking through Locke, Jefferson, and Kant. We close with readings from the contemporary political philosopher John Rawls. Our final objective is to determine the effects particular technological advances have had on the evolution of Western political liberalism and on the adaptability of modern liberal democracy to the developing world.
Prerequisites: HUM510 and HUM600 or permission of the graduate program director.

HUM618: Humanities Theory, Method and the Disciplines

This course surveys research methods and theoretical frameworks in the humanities. Students review basic critical and empirical research methods, pure vs. applied research, and quantitative vs. qualitative approaches. Models that combine scholarly perspectives are emphasized, as well as major debates concerning the uses of evidence, theory and method within and across disciplines. Case studies focus on humanities approaches and questions as they intersect with the dilemmas of technological society.

Prerequisites: HUM510 and HUM600 or permission of the graduate program director.

HUM620: Social Transformation through Art

Students examine social change as reflected in and caused by the imagery of art. The course critiques important connections among art, technology and philosophical ideas expressed during periods of significant technological progress.

Prerequisites: HUM510 and HUM600 or permission of the graduate program director.

HUM625: Ethics and Modern Technology

Guided by the key principles of traditional western ethics – human dignity, justice, freedom, goodness, the common good and truth telling – this course considers how modern technology affects the human experience. Selected moral questions arising from the use of science-based and capital-driven technology are examined, e.g., the search for a more comprehensive ethic than the cost-benefit calculations of popular utilitarianism.

Prerequisites: HUM510 and HUM600 or permission of the graduate program director.

HUM630: Modern Literature and the Human Condition

This course is based on imaginative works that reflect conflicting moral and technological dilemmas of contemporary life. Classes focus on a range of major authors whose fiction, drama and poetry illumine the human situation in the 20th century.

Prerequisites: HUM510 and HUM600 or permission of the graduate program director.

HUM635: Culture, Society and the Global Condition (Capstone Course)

This course offers a final opportunity for students to integrate perspectives drawn from coursework in the broader humanities with work in their chosen program areas. Students and faculty work to develop a synthetic understanding of the global condition relative to accelerating technological changes and diverse cultural and societal influences. This course precedes the comprehensive examination and admission into the dissertation phase. It must be taken as the last 600-level humanities course.

HUM581/655: Special Topics

This course provides an opportunity to explore topics not covered in core courses. Topics will vary according to faculty and student interests. This course is an elective and may be used to complete or supplement the three- or four-course concentration. (*Special Topics: research colloquium may be taken for 1-3 credits to fulfill the doctoral research requirement.*)

HUM681-698: Dissertation Research and Writing

Students are expected to enroll in Dissertation Research and Writing each fall and spring until the final version of the dissertation is accepted. Mentoring and guidance is provided to the student during the process of researching, writing, revising and defending the dissertation.

International Relations

Master of Arts in International Relations

Concentrations and Certificates of Graduate Study (CGS)

Classes are offered at our Newport campus and online.

Director: Symeon Giannakos, Ph.D.
symeon.giannakos@salve.edu
(401) 341-3177

Accredited by the New England Association of Schools and Colleges (NEASC).

About the Programs

The curriculum and content of the International Relations Programs are a reflection of the University's mission regarding justice and the increasing need to envision international political behavior in the framework of justice. In its own capacity and within the University's mission, the international relations program promotes international and world harmony through the inculcation of the concept of justice in the analysis of international and world politics.

The program prepares graduates to be constructively critical of their immediate and broader political environment, whether in their place of work (government, education, the private sector, the media, or non-governmental organizations) or simply as citizens of both their country and the world.

The program's objective is to reinforce the vision of its graduates to regard fellow human beings not only as representatives of national and social compartments, but also as overlapping circles in a world community. In practical terms, this translates into global solidarity and the elimination of injustice everywhere. Graduates are able to produce creative and pragmatic solutions to problems and dilemmas confronting our world.

The program accomplishes its objective by exposing the candidates in a systemic and comprehensive way to the realities of the political environment through a core curriculum covering political thought, international relations and comparative politics. Through rigorous analysis, the core courses familiarize the master's candidates with the various layers of our political landscape and provide them with the skill to become critical thinkers. A series of topical and regional electives present the students with the opportunity to practice and sharpen critical skills on a variety of timely issues.

Five-Year Program

Salve Regina University offers an accelerated program of study that leads to both a bachelor's and a master's degree within five years. This program is designed for the University's highly motivated, academically talented and qualified undergraduate students with a recommended grade point average of 3.3 or higher. Current undergraduates must complete the application process by March 15 of the junior year.

Although many students enter this program with a major in politics, anthropology and sociology or economics, a student from any undergraduate major may apply for admission. Upon acceptance, enrollment begins in the senior year. Candidates may take up to 12 credit hours of graduate work in the senior year (six of which may be applied toward the bachelor's degree). They complete the remaining 24 credit hours in the fifth year of study.

Master of Arts in International Relations

Program Requirements

Twelve courses or 36 credits must be completed for the master's degree in international relations. Half of these courses (18 credits) must be from the core courses: INR511, INR512, INR513, INR516, INR531 and INR533. Ideally, the core courses should be completed prior to taking elective courses. Please consult with the program director for advice regarding the sequence by which courses should be taken.

With the director's approval, up to three courses can be taken from Administration of Justice (ADJ), Business Studies (MGT), Healthcare Administration and Management (HCA), Holistic Studies (HLC and HLL), Humanities (HUM) or Rehabilitation Studies (RHB).

Curriculum

(Twelve courses/36 credits)

Core Curriculum (Six courses/18 credits)

INR511:	Philosophical Foundations of Politics	(3 credits)
INR512:	Justice and Order in International Relations	(3 credits)
INR513:	Comparative Political Development	(3 credits)
INR516:	Identity, Harmony, and Conflict	(3 credits)
INR531:	Just and Unjust Wars	(3 credits)
INR533:	International Political Economy	(3 credits)

Electives (Six courses/18 credits)

Students choose six courses from the following list:

INR500:	Research Methods	(3 credits)
INR522:	Integration and Globalization Politics	(3 credits)
INR534:	Environmental Justice	(3 credits)
INR542:	Dispute and Conflict Resolution	(3 credits)
INR552:	Terrorism and Transnational Crime	(3 credits)

INR562:	International Organizations and Law	(3 credits)
INR571:	International Human Rights	(3 credits)
INR572:	Complex Humanitarian Emergencies: Prevention and Responses	(3 credits)
INR590:	Thesis	(6 credits)
INR591:	Independent Study	(3 credits)
INR592:	Topical and Regional Issues in International Relations	(3 credits)
INR593:	Topical and Regional Issues in Comparative Politics	(3 credits)
INR598:	Internship	(3 credits)

Master of Arts in International Relations

Concentration in Justice and Homeland Security

In conjunction with the Graduate Administration of Justice program, the program in International Relations offers a Master of Arts in International Relations: Concentration in Justice and Homeland Security. Students in this field acquire an education that prepares them for global challenges that impact justice and homeland security at home and abroad. The program includes attention to counterterrorism training in such areas as information technology, terrorist groups, domestic terrorism and financial investigative techniques.

Curriculum

Students must successfully complete 12 courses totaling 36 credits to earn the Master of Arts in International Relations: Concentration in Justice and Homeland Security. Students must complete the core curriculum of eight courses (24 credits) as follows:

Core Curriculum (Eight courses/24 credits)

INR511:	Philosophical Foundations of Politics	(3 credits)
INR512:	Justice and Order in International Relations	(3 credits)
INR513:	Comparative Political Development	(3 credits)
or		
INR572:	Complex Humanitarian Emergencies: Prevention and Responses	(3 credits)
	(if both courses are taken, one may be counted as an elective)	
INR516:	Identity, Harmony, and Conflict	(3 credits)
INR531:	Just and Unjust Wars	(3 credits)
INR533:	International Political Economy	(3 credits)
INR552:	Terrorism and Transnational Crime	(3 credits)
ADJ518:	Public Policy and the Justice System: Managing Homeland Security in a Multicultural Society	(3 credits)

Electives (Four courses/12 Credits)

Students must also complete four elective courses (12 credits) from the following list:

- INR500: Research Methods(3 credits)
- ADJ505: Constitutional Issues in Law Enforcement:
 - Constitutional Law and Civil Liability(3 credits)
- INR534: Environmental Justice(3 credits)
- INR571: International Human Rights(3 credits)
- INR572: Complex Humanitarian Emergencies:
 - Prevention and Responses(3 credits)
- ADJ576: High Technology Crime(3 credits)
- INR562: International Organizations and Law(3 credits)
- INR590: Thesis(6 credits)
- INR591: Independent Study/Research(3 credits)
- INR598: Internship(3 credits)

Certificate of Graduate Studies Programs

**Certificate of Graduate Studies in International Relations
(Four courses/12 credits)**

The certificate in international relations is designed for individuals who do not wish to pursue the master’s degree, but wish to discover how their educational and professional interests relate to or are affected by major events taking place around them and in the world beyond. Twelve credit hours are required for the certificate, at least six of which must be taken from the core curriculum.

**Certificate of Graduate Studies in Homeland Security
(Four courses/12 credits)**

The certificate in homeland security is also designed for individuals who do not wish to pursue a master’s degree, but wish to discover how their professional interests are affected by critical events taking place around them and in the world beyond. The curriculum is as follows:

- INR512: Justice and Order in International Relations(3 credits)
- INR516: Identity, Harmony, and Conflict(3 credits)
- ADJ518: Public Policy and the Justice System(3 credits)
- INR552: Terrorism and Transnational Crime(3 credits)

Course Descriptions:**INR500: Research Methods**

Students explore various research techniques and then apply that knowledge to an analysis of existing research and to designing and implementing their own research projects. The course includes preparation of a literature review, qualitative and quantitative approaches, triangulation methods, research designs, threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. *Available online.*

INR511: Philosophical Foundations of Politics

This course examines and evaluates the intellectual contributions to the foundations of political order and justice of the main political thinkers since Socrates. The course analyzes and evaluates the key questions and answers regarding human nature and its direct relation to the construction and maintenance of political systems. Its purpose is to lay the groundwork for the study of comparative and international politics. *Available online.*

INR512: Justice and Order in International Relations

This course examines in theoretical and practical terms the relationship between justice and order at different levels of human interaction, such as that between people as members of different state organizations and as part of the world community. Its objective is to find a balance not only in the way political order relates to justice, but also in the way that people can balance their state citizenship with world citizenship, i.e., national identity and human identity. *Available online.*

INR513: Comparative Political Development

This course analyzes and compares different roads to establishing political order, taking into consideration the specific circumstances prevailing in different parts of the world. In the context of the concept of justice, the course relates the establishment and maintenance of political order to economic development, and by extension, the way economic development relates to the maintenance of political order. *Available online.*

INR516: Identity, Harmony, and Conflict

This course examines the role that social and religious identity plays in the interaction of people within an established political order as well as between different political orders. For example, is religious and social identity a factor for harmonious relations between people or is it a source of conflict between individuals and groups? *Available online.*

INR522: Integration and Globalization Politics

Students examine the ways by which the international system is being transformed and the effects such a transformation has on established political and social orders as well as on the lives and identities of people. *Available online.*

INR531: Just and Unjust Wars

This course examines the concept of the just war theory from the point of view of different religions in regards to the declaration and conduct of conventional war. It also examines the ethical implications of contemplating nuclear, biological or chemical warfare. *Available online.*

INR533: International Political Economy

This course examines topics such as competing theoretical explanations of economic growth and development, the role of states and other actors in alleviating or exacerbating poverty, and how the international distribution of political power affects the allocation and consumption of resources. *Available online.*

INR534: Environmental Justice

Students examine the practice of natural resources utilization and its impact on environmental and human integrity. Is there a balance between derived benefits of resource utilization and the cost associated with it? Are the benefits and costs distributed equally between regions and states and between all users in a region or state? Does the use of resources by some entail only costs for others? Overall, is there a balance between considerations of economic order and environmental justice? *Available online.*

INR542: Dispute and Conflict Resolution

This course examines sources of conflict at different levels of human interaction and explores negotiation, mediation, and arbitration strategies to managing crises and resolving disputes between groups and individuals. *Available online.*

INR552: Terrorism and Transnational Crime

This course examines the sources, activities and legal implications of international terrorism and globalized crime. It analyzes strategies and processes of responding and combating criminal networks and activities across borders and evaluates the impact such strategies and processes have on human and civil rights. *Available online.*

INR562: International Organizations and Law

Students examine the role international organizations and law play in promoting, maintaining, and enforcing the principles of the international community of states. Is the international community a reality or are international institutions convenient instruments of the interests and policies of the participant states? Are there any obligations that the citizens of the participant states have toward the institutions of the international community? If any, what are these obligations and how should they be carried out? *Available online.*

INR571: International Human Rights

This course examines the conceptual evolution of human rights and evaluates existing systems and instruments for the protection and promotion of human rights in the world. It also explores the fundamental relation between state and cultural sovereignty and the application of rights worldwide. *Available online.*

INR572: Complex Humanitarian Emergencies: Prevention and Responses

Focusing on complex humanitarian emergencies (CHEs), this course addresses the capacity to govern in the face of violence, turmoil, and conflict. The course will examine public policy challenges of developing and implementing the necessary systems to monitor, anticipate and react to critical response incidents and natural disasters. As such, the course will evaluate early warning methodologies and review the scientific research and competing approaches to preventing and mitigating complex humanitarian emergencies. *Available online.*

INR590: Thesis

Students may decide to write a six-credit thesis under appropriate faculty direction and with the permission of the program director. Details are established prior to registration and in consultation with the thesis supervisor and the program director. *Note: INR500: Research Methods is a prerequisite for the Thesis.*

INR591: Independent Study/Research

An independent study is a focused study on a subject outside the graduate catalog and provides opportunity for original and in-depth research on a specific topic or regional issue of the candidate's interest and professional focus. It is an important part of the curriculum and should be used to supplement existing coursework. A student selects a topic of research from a single field of learning or one which is interdisciplinary and prepares a research paper to be submitted at the end of the semester (recommended minimum of 20 pages). The quality of the research paper should be appropriate to graduate level research. A list of preliminary readings and/or assignments and a means of assessment/evaluation are clearly defined in advance of the study.

Prerequisite: A minimum GPA of 3.2 is required (see guidelines and appropriate forms located on graduate Web site).

INR592: Topical and Regional Issues in International Relations

This course examines timely topical and regional issues in international affairs. Specific titles and course contents vary depending on events highlighting the major political issues and debates from time to time.

INR593: Topical and Regional Issues in Comparative Politics

This course examines timely topical and regional issues in comparative politics. Specific titles and course contents vary depending on events highlighting the major political issues and debates from time to time.

INR598: Internship

The internship is an individual work experience or project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of the internship varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 240 hours (80/credit) of on-the-job experience occurring within a semester. The number of hours may be reduced if the internship involves significantly more writing as required by the faculty (*see guidelines and appropriate forms located on University Web site, Registrar's link*).

Rehabilitation Counseling

Master of Arts in Rehabilitation Counseling

Certificate of Advanced Graduate Studies (CAGS) in Mental Health: Concentration in Rehabilitation Counseling

Classes are offered at our Newport campus, the Blackstone Valley Visitor Center in Pawtucket, and online.

Director: Dimity Peter, Ph.D.
dimity.peter@salve.edu
(401) 341-3189

Accredited by the New England Association of Schools and Colleges (NEASC).
Nationally accredited by the Council on Rehabilitation Education (CORE).

About the Program

Consistent with the mission of Salve Regina University, the graduate program in rehabilitation counseling is committed to offering a professional program in counseling that encourages students to seek wisdom through study and service and to promote universal justice. The program has been developed with the belief that opportunities for people with disabilities (including physical, psychological, developmental, cognitive, sensory, behavioral, and substance abuse) should equal those of all other individuals. The program supports the premise that all individuals, including those with disabilities, are vital resources for the betterment of society.

The master's degree in rehabilitation counseling is a 48-credit program designed to prepare professional counselors to assist people with disabilities to achieve work, independent living and inclusion in society. The rehabilitation counselor is educated as a professional counselor to understand disability issues, to appreciate the need for a holistic approach to assessment, to be experts on work and independent living, to recognize the importance of building rehabilitation and educational plans on the capacity to function rather than on the limitations in performance, and to utilize the total life system of the person to achieve defined goals.

The rehabilitation counselor is prepared to work in a variety of settings, particularly in those agencies, businesses and organizations which are interested in disability issues. Settings for work include state rehabilitation agencies, hospitals, psychiatric rehabilitation centers and clubs, substance abuse programs, human resource offices,

wellness programs, schools, universities, colleges, community agencies, mental health clinics, criminal justice agencies, independent living centers, nursing homes, group homes, insurance companies, private business, corporations, employee assistance programs, and private practice. The intent of the program is to prepare the graduate, after appropriate supervised experience, to be eligible to sit for the national examination in rehabilitation counseling, and with successful completion of the examination to become nationally certified as a rehabilitation counselor (CRC). Students interested in state licensing as a counselor have the option to continue graduate studies with 12 additional credits (60 credits total).

Program Requirements

Students in the rehabilitation counseling program are required to engage in all learning activities in ways that are consistent with the current ethical and professional standards of rehabilitation counselors as published by the Commission on Rehabilitation Counselor Certification. Inconsistencies with these standards, as determined by program faculty, can serve as a basis of dismissal from the program. Following successful completion of an approved program of 48 graduate credits, students are eligible to receive the Master of Arts in Rehabilitation Counseling.

On campus, Online or On-site

The Master's degree in rehabilitation counseling may be earned by taking courses at our Newport campus, online, or the Blackstone Valley Visitor Center in Pawtucket. Additionally, specially designed programs maybe available on-site at the workplace. Many students accelerate completion of their degree by taking a combination of on-campus and online courses simultaneously. If a business, agency or organization is interested in sponsoring an on-site program, a representative should contact the graduate program director for additional information.

Rehabilitation Counseling Early Entry Graduate Program

Salve Regina University offers an accelerated program of study that leads to both a bachelor's and a master's degree within a shorter period of time. This program is designed for the University's highly motivated, academically talented and qualified undergraduate students with a recommended grade point average of 3.30 or higher. Students from any undergraduate major are eligible to apply to this program. Current undergraduate students interested in the accelerated program must complete the application process by March 15 of the junior year.

Undergraduate students considered for the accelerated program are conditionally accepted into the Master of Arts in Rehabilitation Counseling Program and must take four graduate courses during their senior year. Of the four courses, six credits are applied to the undergraduate degree. Final master's program acceptance is contingent upon successful completion of the undergraduate degree and the four graduate courses in the senior year.

Students with Prior Master's Degrees in Related Areas

Students who hold a master's degree in a related area, and are subsequently enrolling in the master's degree only in rehabilitation counseling may request for a waiver of up to 12 credits. The waiver may be granted under the following circumstances: that an equivalent course in regard to curriculum content can be identified in both programs, students received a grade of B or better in each course requested for waiver, courses were completed at a regionally accredited institution. Students must request the waiver in writing and be able to provide documentation of the course content including a syllabus or course outline as well as an official transcript. When granting such credits, the program director must take into account program accreditation guidelines (CORE). The decision for waiver must be granted by the program director and the department chair and accreditation requirements will need to be met.

Areas of Study

- Professional Identity
- Social and Cultural Diversity Issues
- Human Growth and Development
- Employment and Career Development
- Counseling and Consultation
- Group Work
- Assessment
- Research and Program Evaluation
- Medical, Functional, Environmental and Psychological Aspects of Disability
- Rehabilitation Services and Resources

Objectives

- To develop professional counselors committed to lifelong learning.
- To promote a thorough understanding of the ethics and standards of practice for rehabilitation counseling.
- To achieve within the student an appreciation of the history and philosophy of rehabilitation counseling, including an understanding of the laws and policies related to disability issues.
- To develop in the student working knowledge of the full range of disabilities and their implications for living and working. Disabilities included for study are physical, psychological, developmental, cognitive, sensory, behavioral, and substance abuse.
- To challenge students to examine situations and choices from a multicultural perspective.
- To assist students in cultivating enduring values consistent to practice that respect human dignity and independent living.
- To learn theories of human development and growth in all areas including physically, cognitive, psychological, familial, behavioral, social, vocational, moral, and spiritual.
- To provide skills in job analysis, marketing, job development, job placement and supported employment options.

- To expand the counseling and consultation skills of students to include working with families and groups for effective systems change.
- To acquaint students with research methodology to become intelligent consumers of research.
- To provide education that assists the students to develop partnerships with individuals with disabilities for effective case management and disability management.

Curriculum

Master of Arts in Rehabilitation Counseling

(15 courses/48 credits)

RHB500:	Research Methods	(3 credits)
RHB505:	Foundations for Rehabilitation Counseling: History, Principles, Laws and Ethics	(3 credits)
RHB508:	Developmental Issues in Counseling	(3 credits)
RHB510:	Counseling and Personality Theory	(3 credits)
RHB513:	Systems Theory and Family Therapy	(3 credits)
RHB520:	Practicum and Seminar I	(3 credits)
RHB521:	Practicum and Seminar II	(3 credits)
RHB523:	Cultural and Psychosocial Aspects of Disability	(3 credits)
RHB527:	Substance Abuse Counseling and Rehabilitation	(3 credits)
RHB532:	The Psychology of Group Process	(3 credits)
RHB535:	Career Development: Work and Disability Issues	(3 credits)
RHB540:	Medical and Psychological Aspects of Disability	(3 credits)
RHB542:	Evaluation and Assessment	(3 credits)
RHB550:	Vocational Rehabilitation, Case Management and Employment	(3 credits)
RHB570:	Rehabilitation Counseling Internship and Seminar	(6 credits)

**Certificate of Advanced Graduate Studies (CAGS) in Mental Health:
Concentration in Rehabilitation Counseling**

(Four courses/12 credits)

The CAGS program offers advanced education in mental health counseling to the person who has a rehabilitation counseling or related master's degree. The intent of this certificate is to provide further education for those interested in pursuing licensing as a professional counselor. Students interested in pursuing state licensing as a professional counselor may have the option to continue graduate studies for a Certificate of Advanced Graduate Studies (CAGS) with 12 additional credits (60 credits total). Students are responsible for knowing the requirement for licensing and whether the state in which they are interested in receiving licensing will recognize rehabilitation counseling for licensing. Licensing laws vary across states; therefore, specific requirements also may be different. Course substitution for the CAGS may occur in order to fulfill state licensing requirements.

RHB603:	Psychopharmacology for the Mental Health Professional . . .	(3 credits)
RHB605:	Counseling and Rehabilitation in Mental Health	(3 credits)

- RHB608: Advanced Internship I and Seminar in Mental Health(3 credits)
- RHB609: Advanced Internship II and Seminar in Mental Health(3 credits)

**Certificate of Advanced Graduate Studies (CAGS) in Mental Health:
Concentration in Rehabilitation Counseling**

This program is modeled on a national standard for Mental Health Counseling licensure, making one eligible for licensure in many states. It is recommended that students explore the specific requirements for a licensed Mental Health Counselor in the state where they intend to practice. Students interested in pursuing state licensing as a professional counselor may have the option to continue graduate studies for a Certificate of Advanced Graduate Studies (CAGS) with 12 additional credits (60 credits total). Students are responsible for knowing the requirements for licensing and whether the state in which they are interested in receiving licensing will recognize rehabilitation counseling for licensing. Licensing laws vary across states; therefore, specific requirements also may be different.

As noted above, the CAGS requires an additional 12 credits beyond the 48-credit master’s degree in rehabilitation counseling. Six of these credits are through two Advanced Internship Seminars totaling 1,000 hours internship. Two other courses comprise the additional credits: RHB605: Counseling and Rehabilitation in Mental Health and RHB610: Foundations of Mental Health Counseling.

Following completion of the 60-credit hours for the master’s degree and CAGS, students must complete a minimum of two years experience including 2,000 hours of direct client contact offering clinical or counseling therapy services with emphasis on mental health counseling and receive a minimum of 100 hours of clinical supervision, spread over the two-year period, by an approved supervisor, before being eligible to sit for many state licensing exams.

Practicum Requirements (12 credits)

Practical elements are included in most courses, as part of the philosophy that emphasizes personal involvement and learning by doing. This segment of the program places particular emphasis on acquiring one-to-one counseling skills. Skills are built in the classroom using role plays, videotaping and feedback. These skills are then applied in the internship setting, with supervision. Emphasis is placed on ethical practice and cultural competency.

- RHB520 Practicum and Seminar I(3 credits)
- RHB521: Practicum and Seminar II(3 credits)
- RHB590: Internship and Seminar (600 hours)(6 credits)

Internship Requirements

Internship is the culmination of the counselor training program. An internship focused in mental health is combined with a weekly seminar, and two hours per week of supervision. Internship requirements: minimum one calendar year of supervised internship consisting of 20 hours per week, or its equivalent, with an emphasis on

mental health counseling and supervised by the University department.

RHB608: Advanced Internship and Seminar (500 hours)
in Mental Health I(3 credits)

RHB609: Advanced Internship and Seminar (500 hours)
in Mental Health II(3 credits)

Area I: Helping Relationships and Counseling Theory (9 credits minimum)

These courses provide an overview of counseling and consultation theories including both individual and systems perspective. The purpose of this area’s required courses is to present an overview of the basic concepts of the counseling program. The notion of ethical practice is embedded in all four courses. The application of these theories to the area of substance abuse and mental health are then explored.

- RHB510: Counseling and Personality Theory
- RHB513: Systems Theory and Family Therapy
- RHB527: Substance Abuse Counseling and Rehabilitation
- RHB605: Psychiatric Disability Counseling and Rehabilitation

The seminar component of Practicum I and II also address the development of the helping skills.

Area II: Human Growth and Development (3 credits)

Consistent with the program’s philosophy this section considers the broad concept of human growth and development as a universal theme across the lifespan. Theories of individual and family development and theories of learning and personality are studied in relationship to making therapeutic interventions.

- RHB508: Developmental Issues in Counseling

Area III: Social and Cultural Foundations (3 credits)

This area is concerned with multicultural and pluralistic characteristics that impact attitudes and behaviors, with a focus on disability and including dimensions such as gender, cultural and ethnic background, socioeconomic status, sexual orientation, religious practices and family patterns. Ethical issues are explored.

- RHB523: Cultural and Psychosocial Aspects of Disability

Area IV: Groups (3 credits)

This area is concerned with the principles of group dynamics including developmental stage theories, group member roles and behaviors and group leadership styles. Approaches for different types of groups are explored. Students are required to apply the theory and skills learned and examine, evaluate and reflect on their practice. Ethical issues are explored.

- RHB532: Psychology of Group Process

Area V: Lifestyle and Career Development (3 credits)

This area explores the major career development theories, models, planning and evaluation and discusses the implications of these theories as they apply to people with disabilities, taking into account the issues of gender and culture. Ethical issues are discussed.

RHB535: Career Development: Work and Disability Issues

Area VI: Appraisal (3 credits)

This area explores the theoretical and historical bases for assessment with emphasis on understanding the components of validity and reliability. Specific evaluative tools including intelligence, ability, achievement, interests, attitudinal, and personality instruments along with situational assessment and observation procedures are discussed with an emphasis on interpretation. The fundamental components of psychometrics are reviewed. Cultural, social and ethical factors are explored.

RHB542: Evaluation and assessment

Area VII: Research and Program Evaluation (3 credits)

This area is concerned with providing an overview of the different types of research methods, qualitative and quantitative design, basic statistics, technological applications to assist research and the use of these concepts for needs assessment and program evaluation. Ethical issues are explored.

RHB500: Research Methods

Area VIII: Professional Orientation (3 credits)

This area is concerned with developing an understanding of the history of the helping professions, the legislative frameworks, professional roles and functions, professional organizations, licensure and certification requirements. An in-depth exploration of ethical principles and the need for advocacy for both the profession and the clientele is discussed.

RHB610: Foundations for Mental Health Counseling

Course Descriptions:**RHB500: Research Methods**

Students explore various research techniques and then apply that knowledge to an analysis of existing research and to designing and implementing their own research projects. The course includes preparation of a literature review, qualitative and quantitative approaches, triangulation methods, research designs, threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. A basic overview of the application of research methods to program evaluation is provided and basic application of statistics including the use of electronic data management and analysis programs where appropriate. Ethical issues are explored in some depth. *Available online.*

RHB505: Foundations for Rehabilitation Counseling: History, Principles, Laws, and Ethics

This foundation course provides an understanding of the historical, legislative and philosophical roots for the treatment of people with disabilities as well as knowledge of the rehabilitation delivery system. The role and function of rehabilitation counselors is explored, including the role of the rehabilitation counselor as an advocate for people with disabilities and the role of other professions. This knowledge is essential for effective practice consistent with the intent of the profession which is to assist individuals with disabilities to achieve work, independent living and inclusion in society. This course acquaints students with the standards of practice and the ethical guidelines for rehabilitation counseling. Opportunity is provided for students to examine attitudes and values related to disability issues and the role of public policy.

RHB508: Developmental Issues in Counseling

Students study developmental psychology especially as it relates to making therapeutic interventions. Stages of development – physical, mental, emotional, spiritual – are outlined. Theories of individual and family development across the lifespan are explored. In learning how to make counseling interventions from a developmental perspective, students explore gender and cultural influences on development, the effect of a person's developmental stage on the counseling process, and the critical distinction between pathology and developmental crisis. To understand better their clients and themselves, students are encouraged to explore their own growth process, transitions and critical developmental moments.

RHB510: Counseling and Personality Theory

Building on the basic interviewing and assessment skills, the student will study the major counseling theories and the related theories of personality development. This course provides the opportunity to examine the following theoretical perspectives to human development: psychodynamic, developmental, existential, person-centered, behavioral, rational-emotive, cognitive-behavioral, reality based, gestalt, systems theories and post-modern approaches. Emphasis is placed on exploring both counselor and client characteristics that may influence the helping process such as

gender, age and ethnicity. Relevant research and application of the theories are explored. *Available online.*

RHB513: Systems Theory and Family Therapy

Students explore theories that frame the foundation for practice with families including general systems theory derived from physics, linguistics, biology, and other disciplines. Students focus on family culture, family structure and process, the family life cycle, and the relationship between the family and its environment. Issues of ethnicity, gender, socioeconomic status, and varying family forms are discussed.

RHB520: Practicum and Seminar I

Students are expected to work 10 hours per week in the field as a counselor intern, supervised by a counselor approved by the University. In addition, students attend and participate in a weekly seminar focused on learning to use basic interpersonal skills such as primary accurate empathy, immediacy and appropriate self disclosure. Emphasis is placed on the development of the basic listening skills and the impact of age, gender and ethnic diversity on the counseling process is explored. At the end of the course students will have the basic interviewing, assessment and counseling skills.

RHB521: Practicum and Seminar II

Students are expected to work 10 hours per week in the field as a counselor intern, supervised by a counselor approved by the University. In addition students attend and participate in a weekly seminar focused on learning to use basic and intermediate level interpersonal counseling skills. The student will also explore more advanced issues of counseling outlined in Practicum I. As well as clinical skills, students will also have an understanding of case recording, case-management, case referral and service coordination.

RHB523: Cultural and Psychosocial Aspects of Disability

Effective practice requires an understanding of the cultural, psychological and social factors that affect individuals with disability. The influence of age, gender, race, sexual orientation, socioeconomic status, religious and other cultural variations that may impact the person with a disability are explored in depth. Cultural competence is explored as an ethical issue. The concept that the social structure and the cultural background of an individual significantly contributes to the perceived disability is examined. *Available online.*

RHB527: Substance Abuse Counseling and Rehabilitation

The major substances of abuse are reviewed along with the treatments used to assist the individual in life functioning. The course examines the effectiveness of the structure and system for substance abuse treatment. Students will become more informed with issues related to co-dependency. The application of relevant counseling theories is explored. Discussions will occur evaluating the implications of substance use and abuse for work, independent living and inclusion. Substance abuse as part of a dual diagnosis is discussed.

RHB532: The Psychology of Group Process

Students explore the various dimensions of group process, along with their own ability to function in groups in the light of their personal history in groups. Group counseling theories, principles of group dynamics and research are examined. Leadership styles and personal leadership strengths and styles are identified. Methods of evaluation and ethical standards are considered. Types of groups are discussed including support groups, prevention groups and task based groups.

RHB535: Career Development: Work and Disability Issues

The student will study the major career development theories and decision making models and discuss the implications of these theories and models toward understanding functional capacity. Students will learn the importance of the concept of career ladders as it fits into job placement and career interests of the individual. Different career assessment tools and techniques are explored including the impact of gender and culture in using such tools. Students learn to use labor market information and multimedia or other electronic resources. Topics for discussion include reasonable accommodations, informed choice, assistive technology, functional capacity, benefits analysis and work incentives. Students can identify other significant life components that may impact counseling outcomes including work, family, multicultural, gender, and health. *Available online.*

RHB540: Medical and Psychological Aspects of Disability

Students learn significant medical and functional components of disabilities with particular attention to the implications for work and independent living. The major categories of disabilities are discussed. Students acquire working knowledge of the use of resources and the terminology to assist in the development of appropriate individualized rehabilitation plans. The student will develop an understanding of the bases for the diagnostic and prognostic judgments in assessing the individual's functional capacity. *Available online.*

RHB542: Evaluation and Assessment

Specific evaluative tools will be examined including intelligence, ability, achievement, interests, attitudinal, and personality instruments along with situational assessment and observation procedures. The student will have an understanding of psychometric statistics including the issues of reliability and validity. Students will approach evaluation within the perspective of a holistic assessment of the individual. Ethical, cultural and social factors will be considered with emphasis on a comprehensive understanding of the functional capacity of the individual. Students will develop the capacity to select, administer, and interpret appropriate tools to use in the context of a counseling relationship. *Available online.*

RHB550: Vocational Rehabilitation, Case Management and Employment

Students acquire knowledge for job development and appropriate job placement, taking into account the interests and functional capacities of individuals with disabilities. As part of the process, students develop the skills for building partnerships with the consumer to support the development of an individual rehabilitation or employment plan. Topics of study for this course include caseload management, case referral, service coordination, advocacy, team participation, managed care, cost containment and ethical principles. Topics related to job placement include reasonable accommodation, universal design, assistive technology, job analysis and modification, identification of transferable skills, supported employment, job skill training and job clubs. Students will learn how to do labor market surveys. *Available online.*

RHB570: Rehabilitation Counseling Internship and Seminar

Students will work in the field for 600 hours in a rehabilitation agency in the role of rehabilitation counselor and intern and attend a weekly seminar to discuss experiences, examine ethical practice, and further develop the skills and knowledge for professional practice. The agency experience must be primarily focused on providing direct rehabilitation counseling services and should include group work as well as individual consultation services. The internship must be supervised for an average of two hours per week by a certified counselor approved by the University. Students will be expected to actively participate in the seminar through discussion, review of video and audio tape of counseling sessions, reading of research and applying research to improve clinical practice.

RHB581: Special Topics

Special topics courses with Rehabilitation Counseling content are offered on a periodic basis.

**The following four courses are part of the CAGS in Mental Health:
Concentration in Rehabilitation Counseling****RHB603: Psychopharmacology for Mental Health Professionals**

This course will examine the fundamentals of drug pharmacology and drug interactions. Lectures will review current psychotropic medication protocols as well as herbal and nutraceutical complements to psychotherapy.

RHB605: Counseling and Rehabilitation in Mental Health

Students will study the developmental, psychosocial and biological aspects of the major psychiatric disorders along with the symptomatology as presented in the current issue of the Diagnostic and Statistical Manual. Students will examine recommended treatments including biological, behavioral, cognitive and psychosocial. The application of relevant counseling theories will be explored.

RHB608: Advanced Internship I and Seminar in Mental Health

This advanced course in rehabilitation counseling is to build upon the clinical skills developed in the internship. Students are required to work an average of 20 hours per week for a minimum of 500 hours over a six month period as a rehabilitation counselor-intern with emphasis on mental health counseling. Students will be supervised two hours per week under the supervision of a certified counselor approved by the University. In addition, students will participate in a weekly seminar applying knowledge from current research in the field of mental health to their clinical practice.

RHB609: Advanced Internship II and Seminar in Mental Health

This course is a second six month period of advanced internship. Students will continue to work as a rehabilitation counselor-intern in the same agency, 20 hours per week for a minimum of an additional 500 hours. Emphasis of the internship is on mental health counseling. Students will be supervised two hours per week under the supervision of a certified counselor approved by the University. In addition, students will participate in a weekly seminar applying knowledge from current research in the field of mental health to improve clinical practice.

Full-Time Faculty 2010-2012

Nadia Abgrab Noormohamed

B.S., University of Massachusetts
 M.B.A., Providence College
 D.B.A., Alliant International University
Associate Professor/Business Studies and Economics

Camille A. Allen

B.A., University of Rhode Island
 M.Ed., C.A.G.S., Rhode Island College
 Ph.D., University of Connecticut
Professor/Education
Associate Director, Office of International Programs

Soheyl M. Amini

Assistant Professor/Sociology Anthropology
 B.A., National University of Iran
 M.A., Ph.D., Ohio State University
Assistant Professor/Sociology

George P. Antone

A.B., Brown University
 M.A., Rutgers University
 M.A., Ph.D., Vanderbilt University
Visiting Professor/History
Director/Office of International Programs

M. Therese Antone, RSM

B.A., Salve Regina University
 M.A., Villanova University
 M.Ed., Ed.D., Harvard University
Professor of Management/Mathematics
Chancellor

Norma M. Bailey

B.A., Mary Washington College
 M.A., Catholic University of America
 Ph.D., University of Wisconsin
Professor/English

Brydie Jo Baker

B.S.N., Syracuse University
 M.N., University of California at Los Angeles
Lecturer/Nursing

Jane Harrington Bethune

B.A., Salve Regina University
 M.A., Ph.D., Tulane University
Professor/Modern and Classical Languages

Christine A. Bond

B.A., Ithaca College
 M.S., Queens College, City University of New York
 M.A., Adelphi University
 Ed.D., Boston University
Assistant Professor/Education

Rocio A. Borrero

B.A., Rhode Island College
 M.A., University of Rhode Island
Professional Lecturer/Modern and Classical Languages

Luigi Bradizza

B.Sc., University of Toronto
 M.A., Boston College
 Ph.D., University of Dallas
Assistant Professor/Political Science

Michael T. Brady

B.A., University of Rhode Island
 B.S., Roger Williams University
 J.D., New England School of Law
Associate Professor/Administration of Justice

Michael Anton Budd

B.S., University of Oregon
 M.A., Ph.D., Rutgers University
Professor/Humanities

FULL-TIME FACULTY

Jamie Carlone

B.S., M.S., University of Rhode Island
Lecturer/Accounting

Jameson F. Chace

B.S., Eastern Connecticut State University
M.A., Ph.D., University of Colorado
Assistant Professor/Biology

Patricia Combies, RSM

B.A., Salve Regina University
M.A., Rhode Island College
Ph.D., Carnegie Mellon University
Senior Lecturer/English

Craig Condella

B.S., University of Scranton
M.A., M. Phil., Ph.D., Fordham University
Assistant Professor/Philosophy

Craig Coonrod

B.F.A., Kansas City Art Institute
M.F.A., Rhode Island School of Design
Professional Lecturer/Art

Carmel M. Coughlan

B.A., University of Ulster, Northern Ireland
M.B.A., Salve Regina University
Professional Lecturer/Economics

Daniel M. Cowdin

B.A., Stanford University
M.A., Colorado State University
M.A., M.Phil., Ph.D., Yale University
Associate Professor/Religious and Theological Studies

Linda M. Crawford

B.A., Western Michigan University
M.A., Ph.D., University of Wisconsin/Madison
Associate Professor/Modern and Classical Languages

Deborah Curtis

B.A., Keene State College
M.P.H., San Jose State University
Ph.D., Rutgers University
Assistant Professor/Sociology/Anthropology

Joan B. David

B.A., Newton College
M.A., Catholic University of America
Ph.D., University of Rhode Island
Professor/English

Peter A. Davis

B.A., M.Mus., University of Rhode Island
Professional Musician in Residence

Thomas Day

B.A., St. Joseph's University
M.A., Ph.D., Columbia University
Professor/Music

Dean E. de la Motte

B.A., University of California at Santa Barbara
M.A., Ph.D., University of North Carolina at Chapel Hill
Professor/French and Comparative Literature
Vice President for Academic Affairs

Suzanne Delle

B.A., Connecticut College
M.A., Goucher College
M.F.A., Catholic University
Assistant Professor/Theatre
Artistic Director/Stanford White Casino Theatre

Michael DiMaio

B.A., Johns Hopkins University
M.A., University of Missouri
M.L.S., University of Rhode Island
Ph.D., University of Missouri
Professor/Philosophy and Classics

Myra E. Edelstein

B.S., M.S., Ed.D., University of Massachusetts at Amherst
Associate Professor/Management

Bert S. Emerson

B.F.A., Swain School of Design
M.A.T., Rhode Island School of Design
Assistant Professor/Art

Madeleine Esch

B.A., University of St. Thomas
M.A., University of Iowa
Ph.D., University of Colorado at Boulder
Assistant Professor/English/Journalism

Lois M. Eveleth

B.A., Salve Regina University
 M.A., Loyola University
 M.A., Providence College
 Ph.D., Walden University
Professor/Philosophy

Lissa F. Fernandez

B.S., University of Vermont
 B.S., Wheelock College
Professional Lecturer/Education

Thomas P. Flanagan

B.S., M.Ed., Boston University
 M.S., Salve Regina University
Associate Professor/Business Studies

Mary Foley

B.A., Salve Regina University
 M.Ed., Rhode Island College
Lecturer/Education

Arthur Frankel

B.S., M.A., State University of New York
 at New Paltz
 Ph.D., Dartmouth College
Professor/Psychology

Eula W. Fresch

B.A., Georgetown College
 M.R.E., Southern Baptist Theological
 Seminary
 M.S., Central Connecticut State University
 Ed.D., Temple University
Associate Professor/Education

Barbara Ganim

B.S., State University of New York, Oneonta
 M.A.E. Rhode Island School of Design
*Senior Lecturer and Coordinator/Expressive
 Arts Institute*

James Garman

B.A., Yale University
 M.A., Ph.D., University of Massachusetts
 at Amherst
*Associate Professor/Cultural and Historic
 Preservation*

Jane Gerety, RSM

B.A., Mount Saint Agnes College
 M.A., Middlebury College
 Ph.D., University of Michigan
*Professor/English
 President*

Symeon A. Giannakos

B.A., Plymouth State
 M.A., Ph.D., University of Virginia
Professor/International Relations

Jennifer A. Gianquitti-Dech

B.S., Keene State College
 M.S., Pratt Institute
Instructor/Art

Carol E. Gibbons

B.A., Merrimack College
 M.A., Ph.D., University of Rhode Island
Associate Professor/Mathematical Sciences

Maria Gilman

B.S., Salve Regina University
 M.S.N., Harvard University
Lecturer/Nursing

Sally Gomaa

B.A., Alexandria University
 M.A., University of Massachusetts
 at Dartmouth
 Ph.D., University of Rhode Island
Associate Professor/English

Nancy Gordon

B.A., Elmira College
 M.A., American University
 Ed.D., Harvard University
Associate Professor/Holistic Counseling

Alice Tesch Graham

B.S., Florida State University
 M.Ed., University of North Florida
 Ph.D., University of Florida
Professor/Education

Eileen Gray

B.S.N., University of Phoenix
 M.S.N., State University of New York
 at Stony Brook
Lecturer/Nursing

FULL-TIME FACULTY

John J. Greeley

B.A., Catholic University of America
M.A., Manhattan College
S.T.L., S.T.D., Catholic University of America
Professor/Religious and Theological Studies

Madeleine Gregoire, D.H.S.

B.A., Diocesan Sisters' College
M.A., Ph.D., Catholic University of America
Associate Professor/Mathematics

Khalil Habib

B.A., University of Maine
M.A., University of Toronto
Ph.D., Boston University
Assistant Professor/Philosophy

Donna Harrington-Lueker

B.A., Merrimack College
M.A., Ph.D., University of Illinois
Professor/English

Jayne Hennessy

B.Mus., Barrington College
M.A., Providence College
S.T.L., Weston Jesuit School of Theology
Assistant Professor/Religious and Theological Studies

Robin Hoffmann

B.A., New York University
J.D., Rutgers University
Professor/Administration of Justice

Mark Hough

B.A., Muhlenberg College
M.B.A., Bryant University
Lecturer/Healthcare Administration and Management

Christiaan Jacobs-Vandegeer

B.A., University of Kentucky
M.A., Xavier University
Ph.D., University of Toronto
Assistant Professor/Religious and Theological Studies

Jacqueline S. Janicki

B.S., Salve Regina University
M.S., University of Rhode Island
Lecturer/Nursing

Sandor Kadar

B.S., Attila Josef University
Ph.D., Brandeis University
Associate Professor/Chemistry

Judith A. Keenan

B.S., Edinboro University
M.A., Lesley College
Professional Lecturer/Information Systems Management

Bonnie Kennedy

B.S., M.S., University of Rhode Island
Lecturer/Accounting

Daniel Knight

B.A., Saint Mary's University
M.A., Catholic University of America
Associate Professor/Administration of Justice

Joseph W. Lacouture

B.A., Rhode Island College
M.F.A., West Virginia University
Professor/Art

Harold E. Lawber, Jr.

B.A., M.E., North Carolina State University
Ph.D., University of Connecticut
Professor/Economics

Katherine M. Lawber

B.A., Stonehill College
M.A., Purdue University
Diplome, Université de Nice
Ph.D., University of Minnesota
Professor/Modern and Classical Languages

M. Elizabeth LeBlanc

B.A., Elms College
M.A., Seton Hall University
Ed.D., Rutgers University
Senior Lecturer/Education

Peter H. Liotta

B.S., United States Air Force Academy
M.A., M.F.A., Cornell University
M.A., Naval War College
M.A., University of Oklahoma
Ph.D., Salve Regina University
Professor/Humanities

Sarah J. Littlefield

B.S., Springfield College
 M.A., M.A.L.S., Wesleyan University
 Ph.D., University of Rhode Island
Professor/English

Anthony LoPresti

B.S., Georgetown University
 M.A., Ph.D., Boston College
Ph.D., Weston Jesuit School of Theology
Associate Professor/Religious and
Theological Studies

M. Johnelle Luciani, RSM

B.A., Salve Regina University
 M.A., M.S.W., Rhode Island College
 C.A.S., Ph.D., University of Pennsylvania
Professor/Social Work

George T. Luzitano

B.A., Providence College
 M.A., Ph.D., Duquesne University
Associate Professor/Philosophy

Mary Lou Lyons

B.A., Hollins College
 M.S., MGH Institute of Health Professions
Lecturer/Nursing

Michael T. Malone, CSSp

B.A., M.A., Holy Ghost Missionary College
 M.A.T., Ph.D., Boston College
Associate Professor/Psychology

Paula J. Martasian

B.A., M.A., Ph.D., University of Rhode Island
Associate Professor/Psychology

Sarah Matarese

B.A., M.Sc., Ph.D., University of Rhode Island
Assistant Professor/Biology

Peggy Matteson

B.S., University of Rhode Island
 B.S., University of Massachusetts
 at Dartmouth
 M.S., Ph.D., Boston College
Professor/Nursing

Ellen F. McCarty

B.S., Salve Regina University
 M.S., Boston University
 Ph.D., Boston College
Professor/Nursing

Marta McDonnell, RSM

B.A., Gwynedd-Mercy College
 M.A., University of San Diego
 M.A., St. Charles Borromeo Seminary
 D.M., Catholic University of America
Assistant Professor/Religious and
Theological Studies

Paul McKillop

B.Sc., Queens University, Belfast
 M.S., Salve Regina University
Professional Lecturer/Accounting

Clark Merrill

B.A., Dartmouth College
 M.A., University of Kentucky
 M.A., Ph.D., University of Maryland
Associate Professor/Politics

Leona Misto, RSM

A.B., Salve Regina University
 M.A.T., Rhode Island College
 M.A., Providence College
 Ed.D., Nova Southeastern University
Professor/Mathematics/Education
Vice President for Mission Integration
and Planning

James G. Mitchell

B.A., Goucher College
 Ph.D., Cornell University
Assistant Professor/Modern and Classical
Languages

Mary L. Montminy-Danna

B.A., Boston State College
 M.S., Northeastern University
 M.S.W., Boston University
 Ph.D., Boston College
Associate Professor/Social Work

Bernard S. Munge

B.S., M.S., University of Nairobi
 Ph.D., University of Connecticut
Associate Professor/Chemistry

FULL-TIME FACULTY

Timothy B. Neary

A.B., Georgetown University
M.A., Ph.D., Loyola University
Assistant Professor/History

Arlene J. Nicholas

B.A., M.A., M.S., Salve Regina University
Ph.D., Touro University International
Assistant Professor/Business Studies

Kathleen Nickerson

B.S., Rhode Island College
M.A., University of Rhode Island
Ed.D., Johnson and Wales University
Associate Professor/Education

James F. Nugent

B.A., Rutgers University
Ph.D., Pennsylvania State University
Professor/Chemistry

Laura L. O'Toole

B.A., M.A., Ph.D., University of Delaware
Professor/Sociology
Dean of Arts and Sciences

Gerald J. Perrino

B.A., Rhode Island College
M.F.A., Syracuse University
Associate Professor/Art

Dimity J. Peter

B.S., Adelaide University
Post Graduate Diploma, Cumberland College
of Health Science, Lidcombe, NSW
M.S., Ph.D., Syracuse University
Associate Professor/Rehabilitation Counseling

Vincent Petrarca

B.S., University of Rhode Island
M.A., Ball State University
Senior Lecturer/Administration of Justice

John F. Quinn

A.B., Georgetown University
M.A., Ph.D., University of Notre Dame
Professor/History

Sheila O. Quinn

B.A., Providence College
M.Ed., Temple University
M.A., Ph.D., University of Rhode Island
Associate Professor/Psychology

D. Matthew Ramsey

B.A., Purdue University
M.A., Ph.D., Ohio State University
Assistant Professor/English

Chad Raymond

B.S., M.S., Massachusetts Institute
of Technology
Ph.D., University of Hawaii
Assistant Professor/International Relations

Juliette L. Relihan

B.S., Fordham University
M.S., Hunter College
Ph.D., Fordham University
Professor/Education

Gia Renaud

B.A., Providence College
M.S., Simmons College
Ed.D., Johnson and Wales University
Assistant Professor/Special Education

Marialyn E. Riley, RSM

B.A., Salve Regina University
M.A., Emerson College
M.T.S., Harvard University Divinity School
Ph.D., Tufts University
Assistant Professor/Theatre Arts

John J. Rok

B.A., Our Lady of Providence Seminary
A.B., S.T.B., Catholic University of Louvain
M.Ed., Providence College
C.A.G.S., Salve Regina University
*Assistant Professor/Religious and
Theological Studies
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Kathryn Flood Rok

B.S., University of Cincinnati
M.Ed., Xavier University
Senior Lecturer/Education

Martha McCann Rose

B.S., M.Ed., Providence College
Ph.D., University of Connecticut
Professor/Education

Ernest E. Rothman

B.S., Brooklyn College, City University
of New York
Sc.M., Ph.D., Brown University
Professor/Mathematical Sciences

Alison M. Shakarian

B.S., Salve Regina University
Ph.D., Medical College of Virginia
Associate Professor/Biology

Barbara L. Shamblin

B.A., Goddard College
M.F.A., M.A.T., Rhode Island School of Design
Professor/Art

Donald St. Jean

B.Mus., University of Rhode Island
M.Mus., New England Conservatory of Music
Professional Musician in Residence/Music

William R. Stout

B.A., College of the Holy Cross
M.S., Colorado State University
M.B.A., George Washington University
Ph.D., University of Virginia
Professor/Mathematical Sciences

Margaret duMais Svogun

B.A., Georgetown University
M.A., National University of Ireland, Dublin
Ph.D., University of Dublin, Trinity College
Professor/English

Thomas Svogun

B.A., Boston College
J.D., Cornell University
Professor/Administration of Justice

Barbara A. Sylvia

A.B., M.A., M.S., Salve Regina University
M.S.W., Rhode Island College
Ph.D., University of Pennsylvania
Professor/Social Work

Steven B. Symington

B.S., M.S., Ph.D., University of Massachusetts
at Amherst
Assistant Professor/Biology

Michael E. Thombs

B.S., M.A., Assumption College
M.S., Worcester State College
Ed.D., Nova Southeastern University
*Associate Professor/Information Systems
Management*

Victor Lux Tonn

B.L., B.A., National Taiwan University
M.A., Brooklyn College, City University
of New York
M.S., University of Rhode Island
Ph.D., Utah State University
Ph.D., University of Rhode Island
Professor/Economics and Finance

Stephen L. Trainor

A.B., College of the Holy Cross
Ph.D., University of Notre Dame
Professor/English

Kathleen Vespia

B.A., M.S., University of Rhode Island
Ed.D., Johnson and Wales University
Assistant Professor/Secondary Education

Nery Villanueva

B.A., California State University at Northridge
M.A., Ph.D., Columbia University
*Assistant Professor/Modern and Classical
Languages*

Anthony A. Walsh

B.A., American International College
M.S., C.A.G.S., Springfield College
Ph.D., University of New Hampshire
Professor/Psychology

Virginia M. Walsh, RSM

B.Ed., Catholic Teachers College
M.A., Ed.D., Boston College
Professor Emerita/Sociology

Traci B. Warrington

B.S., M.S., Johnson and Wales University
D.B.A., University of Sarasota
*Professor/Business Studies
Dean of Professional Studies*

Tina J. Wray

B.S., University of Maryland
M.A., Providence College
D.Min., Andover-Newton Theological School
*Associate Professor/Religious and
Theological Studies*

James Yarnall

B.A., Stonehill College
M.A., Ph.D., University of Chicago
Associate Professor/Art

Jorn Zeuge

cand. rer. nat., University of Hamburg
Dipl.-Mat, Dr. rer. nat. University of Hamburg
Associate Professor/Mathematical Sciences

Catherine Zipf

B.A., Harvard College
M.A., Ph.D., University of Virginia
*Associate Professor/Cultural and Historic
Preservation*

Lisa Zuccarelli, O.P.

B.A., Albertus Magnus College
M.S., Ph.D., New York University
Associate Professor/Biology/Chemistry

Professional Librarians

Allen Antone

B.A., Vanderbilt University
M.S., M.A., Appalachian State University
M.A., University of Connecticut
Special Programs Librarian

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B.A., State University of New York
at Oswego
M.L.S., Syracuse University
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B.A., Amherst College
M.L.S., Simmons College
Archivist and Special Collections Librarian

Kathleen Boyd

B.A., Emmanuel College
M.L.S., Simmons College
M.Ed., Boston College
Director of Library Services

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B.A., University of Wisconsin at Madison
M.L.S., University of Rhode Island
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Ingrid Levin

B.A., Smith College
M.L.S., Simmons College
Information Literacy Librarian

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B.A., University of Massachusetts
at Dartmouth
J.D., Suffolk University
M.L.I.S., University of Rhode Island
Digital Services Librarian

Cathy Rowe

B.A., University of Connecticut
M.L.I.S., University of Rhode Island
Outreach and Instruction Librarian

Olga Verbeek

B.Sc., University of Guelph
M.S., M.L.I.S., University of Rhode Island
*Associate Director, Library Collections and
Research Services*

Lori Barile

B.A., Rhode Island College
M.L.I.S., University of Rhode Island
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Night Circulation Supervisor

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Learning Commons Specialist

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Day Circulation Supervisor

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Technical Services Specialist

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Technical Services Specialist

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James H. Terry, Ph.D.

Registrar

M. Therese Antone, RSM, Ed.D.

Chancellor

Professional Studies Staff

Traci B. Warrington, D.B.A.

Dean

(401) 341-2477

Traci.warrington@salve.edu

Tiffany K. McClanaghan, M.S.

*Associate Director, Professional and
Continuing Studies*

(401) 341-2198

Tiffany.mcclanaghan@salve.edu

Kelly Alverson, M.A.

Associate Director, Graduate Admissions

(401) 341-2153

Kelly.alverson@salve.edu

Carol Scanlon, M.S.

Graduate Admissions Secretary

(401) 341-2150

Carol.scanlon@salve.edu

Nancy Callas

Office Coordinator

(401) 341-2128

Nancy.callas@salve.edu

Center for Teaching and Learning

Carole Currie

Instructional Technology Specialist

(401) 341-2329

Carole.currie@salve.edu

Graduate Studies

800-637-0002

graduate_studies@salve.edu

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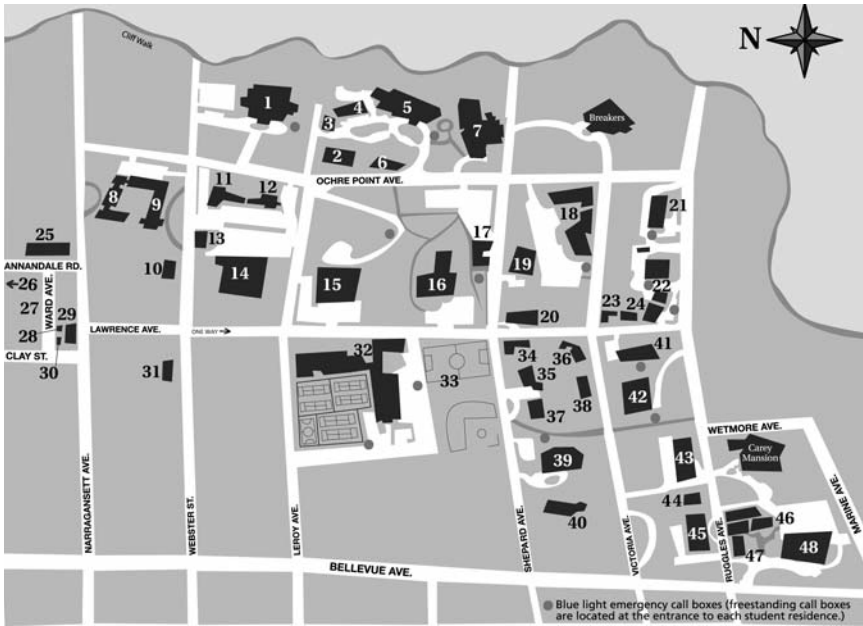
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LEGEND

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|---|---|
| 1. Ochre Court | 27. Grounds Garage and Offices |
| 2. Our Lady of Mercy Chapel & Spiritual Life Center | 28. Narragansett I* |
| 3. Marian Hall | 29. Narragansett Hall* |
| 4. Angelus Hall** | 30. Narragansett II* |
| 5. McAuley Hall** | 31. 134 Webster Street* |
| 6. Gatehouse | 32. Antone Academic Center |
| 7. O'Hare Academic Center** | 33. Reynolds Field |
| 8. New Residence* | 34. 26 Lawrence Avenue |
| 9. Miley Hall* | 35. Graduate Studies and Continuing Education** |
| 10. 162 Webster Street* | 36. 80 Victoria Avenue* |
| 11. Stonor Hall | 37. Carnlough Cottage* |
| 12. Drexel Hall | 38. 74 Victoria Avenue* |
| 13. Tobin Hall (Security Office) | 39. Watts Sherman House* |
| 14. Rodgers Recreation Center | 40. President's House |
| 15. Wakehurst** | 41. The Hedges* |
| 16. McKillop Library** | 42. Founders Hall* |
| 17. Munroe Center | 43. Wallace Hall* |
| 18. Hunt/Reefe Halls* | 44. 204 Ruggles* |
| 19. Moore Hall* | 45. Stoneacre* |
| 20. McLean House | 46. Fairlawn* |
| 21. Ochre Lodge* | 47. French Cottage |
| 22. Nethercliffe* | 48. Young Building*/ Pell Center** |
| 23. 87 Victoria Avenue | |
| 24. Graystone Cottages | |
| 25. Conley Hall | |
| 26. Office of Facilities | |

* student residences
 ** classrooms and/or faculty offices