GRADUATE CATALOG

2016-17

Salve Regina University

A Catholic University in the Mercy Tradition

Visit our website at www.salve.edu.

Salve Regina University does not unlawfully discriminate on the basis of age, sex, race, religion, color, national or ethnic origin, or disability in the administration of its admissions policies, educational policies, or financial aid programs.

Salve Regina University reserves the right to change without notice any statement in this publication concerning, but not limited to, rules, policies, tuition, fees, faculty, curricula, and courses. This catalog is not a contract or an offer of a contract.

History

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 that 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 or 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 Commission on Collegiate Nursing Education (CCNE) 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.

Disability Accomodations

Salve Regina University is committed to providing equal access to graduate students with disabilities to all its programs and services, in accordance with the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973. Students with disabilities that entitle them to instructional modifications or other accommodations must register with the Office of Disability Services at the Academic Center for Excellence (ACE) and provide professional documentation of the disabling condition. The office is located in the 2nd floor of the Library and is open Monday - Friday 8:30 a.m. - 4:30 p.m. EST, and can be reached by phone (401-341-3150) or by e-mail (laura.barry@salve.edu).

Student Rights and Responsibilities

As a Catholic institution of higher learning under the sponsorship of the Sisters of the Mercy, Salve Regina University exists to provide educational opportunities for students who choose to live a more perceptive and fulfilling life. The University's purpose is to prepare men and women for responsible lives by imparting and expanding knowledge, developing skills, and cultivating enduring values. It encourages students to develop their abilities for thinking clearly and creatively, to enhance their capacity for sound judgment, and to prepare for the challenge of learning throughout their lives.

Students are expected to treat all members of the University community with respect and civility and to exercise guaranteed freedoms in a responsible manner consistent with the goals and traditions of the University. Students should acknowledge the interdependence of the University and the surrounding community and should take responsibility for their learning and collective welfare. Upon enrollment, the student becomes a member of the academic community and thereby accepts both the rights and responsibilities associated with that membership.

It is the student's responsibility to know the policies, procedures, standards, and regulations which affect student rights; and it shall be the student's responsibility to obtain and act appropriately on such information. Ignorance of the information made accessible to the student shall not be cause to waive policies, procedures, standards, and regulations.

Admissions

Admission to Salve Regina University is competitive. In reviewing applications, the admissions committee looks at a variety of factors including academic achievement, personal statement, resume, and letters of recommendation. To be considered for admission, interested students must apply for a degree or certificate program by completing the application process described in this section. All prospective students are encouraged to contact the Office of Graduate Admissions as well as the graduate program directors for more information. Applications are accepted throughout the year.

Admissions Requirements

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

1. Possess an undergraduate degree from an accredited United States college or university, or an equivalent degree from a nationally accredited institution outside of the United States. For institutions outside of the U.S., 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.

Master's Degree Programs

Who May Apply

Men and women with bachelor's degrees earned from 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 online graduate application
2. Personal statement
3. Resume
4. Official transcripts from all accredited institutions of higher education attended
5. 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

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 graduate program director for any advice related to their program. The Office of Graduate Admissions will provide students with a copy of their program of study.

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 appropriate graduate program directors to pursue dual degrees, which must be pursued concurrently. 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 degree at Salve Regina and wish to complete their second master's degree at Salve Regina may petition the appropriate graduate program director. The required credits for the second master's degree may be reduced by 6 credits. 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 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 online graduate application
2. Personal statement
3. Official undergraduate and graduate transcripts from all accredited institutions of higher education attended, 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, which address the applicant's ability to succeed in doctoral studies; recommenders must include professional title and contact information
5. A 15-page paper completed for a master's degree course
6. A timed online writing sample
7. 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 accredited U.S. institutions of higher learning or equivalent degrees from a nationally accredited college or university outside the U.S. If the institution is outside of the U.S. documentation of degree equivalencies must be submitted by an agency authorized to do so.
2. Have a cumulative grade point average of 3.30 or higher for the master's degree.
3. Provide three letters of recommendation that support the ability to engage in doctoral studies.
4. Provide evidence of quality research and writing skills on a paper submission from previous master's degree course work.
5. Through an onsite or online writing sample show an understanding of humanities that suggests an adequate foundation for doctoral studies in this program.

Program of Study

Students in the Ph.D. program are encouraged to meet with faculty advisors periodically and the graduate program director at key transition points during the program.

Doctor of Nursing Practice (BSN-DNP) Program

The practice doctorate is designed for nurses seeking a terminal degree in nursing.

How to Apply

Students applying to the DNP program must submit the following materials:

1. A baccalaureate degree in nursing from an accredited university with a grade point average of at least 3.0
2. Unencumbered license or eligibility for RN licensure in the State of Rhode Island (license will need to be obtained prior to any clinical experiences)
3. Clear criminal background check and negative drug screen
4. Completion of graduate online application
5. An essay relating doctoral study to professional goals.
6. Personal statement
7. Resume
8. Official transcripts
9. Copy of all registered nurse licenses.
10. Letters of recommendation from three clinical peers/supervisors who attest to communication and clinical competence (SRU alumni are required to submit two letters of recommendation)
11. Interview with the Chair of the Department of Nursing and faculty
12. Evidence of completion of 3 credits in Statistics

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 graduate program director. Students are required to successfully complete all courses with a cumulative grade point average of 3.0 or higher to earn the certificate. Students are encouraged to contact the graduate 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 may be applied to the master's degree consistent with University policy.

The Certificate of Advanced Graduate Studies (CAGS)
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 graduate 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 online application
2. Personal statement
3. Official transcripts from all degree-granting institutions attended
4. One letter of recommendation from a person able to evaluate the candidate's academic potential

Internal CGS and CAGS applicants should contact the Office of Graduate Admissions for a specific application.

Transfer of Credit

Students may petition to transfer in 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 an 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 graduate director.

Transfer of Credit for DNP Program

Students may petition to transfer up to a maximum of nine credits at the masters level of the BSN-DNP program if the following conditions apply: courses are appropriate with the same content as the course they will replace; 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 an accredited institution; and credits were earned within eight years of the petition for transfer. Transfer credits must be authorized by the appropriate program director and Nursing Department Chair. No transfer credits are allowed in the post-master's program.

International Students

Salve Regina University 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 a qualified agency and submitted as part of the application process.

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. 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 online graduate program application
2. Personal statement
3. Resume
4. 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 completed in institutions outside of the U.S., documentation of degree equivalencies must be submitted by an agency authorized to do so.
5. 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.
6. One of the following proofs of English proficiency: evidence that undergraduate instruction and course work have been completed in English; Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS)

Upon admission to Salve Regina University, the student will be required to complete the Certification of Finance form. Once the form is complete and received by the Office of International Programs, an I-20 will be issued which will allow the student to apply for an F-1 student visa.

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

Please note that all international graduate students are required to purchase Salve Regina's health insurance. There are no exceptions and no waivers.

Non-matriculated Status

Those with baccalaureate degrees or higher who want to enroll in graduate-level courses prior to applying for the graduate degree program may enroll as a nonmatriculated student with permission of the appropriate graduate program director for no more than two courses (6 credits). 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 into and matriculated into the program, consistent with University policy. In order to be accepted and matriculated into the 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.

Financial Information

Student Financial Responsibility

All payments are due at the time of 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 and the Board of Trustees reserves the right to change tuition and fees to reflect economic conditions. A current listing of tuition and fees may be found on the Graduate Studies website. Charges are payable in person or through the online student portal, 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.

Eligibility Requirements

To be eligible for financial aid at Salve Regina University, a student must:

- Be a citizen or legal resident of the United States
- Be enrolled at least half-time (two courses [6 credits] per semester) and be accepted as a candidate in a degree- or certificate-granting program at the University (Conditionally accepted students are eligible for a maximum of two semesters).
- Be making satisfactory progress toward the completion of the course of study
- Not be in default on Federal loans
- Not owe a refund on a Federal grant

Federal Direct Loans

Eligibility for federal financial aid is limited to accepted students enrolled at least half-time in a degree- or certificate-granting program. Conditionally accepted students are eligible for a maximum of two semesters.

Alternative Financing and Federal Direct Graduate PLUS Loans

Private alternative loans are available to students who do not meet the requirements for federal aid. Federal Direct Graduate PLUS Loans are available for students who have exhausted their Direct Loans and meet federal eligibility. Contact the Office of Financial Aid for details.

Satisfactory Academic Progress

Students must maintain satisfactory academic progress to remain eligible for financial aid. Satisfactory progress requires a student to complete their program within a specific period of time and to maintain the required grade point average (GPA) of 3.0.

Academic progress for financial aid eligibility is monitored at the end of each academic year. If the minimum requirements for eligibility are not met, the student is not eligible for financial aid until academic standing meets the minimum requirements. In this case, the student may appeal to remain eligible for one semester based on mitigating circumstances. This appeal must be submitted to the Director of Financial Aid, in writing, within two weeks of the notice of ineligibility. If a student is making significant progress toward meeting the minimum requirements, one additional probationary semester of financial assistance may be granted.

Students must complete their degrees within 150 percent of the published program length or they forfeit federal aid eligibility. As an example, if a program takes two years to complete, your financial aid eligibility is up to three years.

Satisfactory Academic Progress standards for part-time study are available in the Office of the Registrar.

National Guard Tuition Assistance

Members of the National Guard may qualify for state-sponsored tuition assistance programs. Students interested in this program should contact their Adjutant General's office. Members of the Army National Guard may also qualify for Army ROTC tuition assistance benefits under provisions of the Army ROTC Simultaneous Membership Program.

Veterans Administration Educational Benefits

Salve Regina University is approved for veterans' benefits, including Yellow Ribbon benefits. The V.A. enrollments are certified through the Office of the Registrar. Interested persons should contact their federal veteran's education website at gibill.va.gov or phone 1-(888)-GI-Bill1 (1-888-442-4551) for assistance.

Renewal of Financial Aid

Renewal of financial aid is not automatic. Recipients are required to apply each year by the announced deadlines. The Office of Financial Aid reserves the right to reduce, increase, or otherwise adjust any financial aid for which it is responsible. For further information regarding any of these financial assistance programs, visit our website, write or call the Office of Financial Aid at Salve Regina.

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

Refund Policies

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 for suspension or dismissal for misconduct) 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 for a fall or spring semester 15-week course:

Withdrawal before classes begin	100%
Withdrawal before start of the second week of the semester	80%
Withdrawal before start of the third week of the semester	80%
Withdrawal before start of the fourth week of the semester	60%
Withdrawal before start of the fifth week of the semester	40%
Withdrawal before start of the sixth week of the semester	20%
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 seven weeks or fewer in a semester is as follows:

Withdrawal before classes begin	100%
Withdrawal before the 10th calendar day from start of course	80%
Withdrawal before the 16th calendar day from start of course	60%
Withdrawal after the 15th calendar day from start of course	0%

4. The tuition refund policy for campus-based courses offered in summer sessions is based on the following schedule:

Withdrawal before classes begin	100%
Withdrawal during the first week of class	80%
Withdrawal during the second week of class	60%
Withdrawal after the second week of class	0%
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. Tuition refunds will be calculated based on the date the Office of the Registrar receives the withdrawal form. All fees are nonrefundable after the start of classes. The University reserves the right to charge an administrative fee for refunds of this nature.

Refund Policy for Withdrawal from Online 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 online self-paced courses are as follows:

Withdrawal before classes begin	100%
Withdrawal before start of the second week of the course	80%
Withdrawal before start of the third week of the course	80%
Withdrawal before start of the fourth week of the course	60%
Withdrawal before start of the fifth week of the course	40%
Withdrawal before start of the sixth week of the course	20%
Withdrawal after start of the sixth week of the course	0%

2.   Refunds for seven-week online courses are as follows:

Withdrawal before 5 p.m. on or before the first day the class begins	100%
Withdrawal before the 10th calendar day from start of course	80%
Withdrawal before the 16th calendar day from start of course	60%
Withdrawal after the 15th calendar day from start of course	0%

Tuition refunds will be calculated based on the date the Office of the Registrar receives the withdrawal form. All fees are nonrefundable after the start of classes. The University reserves the right to charge an administrative fee for refunds of this nature.

University Services

Wakehurst Student Center

The Office of Student Activities manages the Wakehurst Student Center, a multipurpose facility that serves the needs and interests of students, faculty, and staff at Salve Regina University. The center is a comfortable place to relax, attend a live performance, or enjoy a light refreshment.

Mercy Center for Spiritual Life

The Mercy Center for Spiritual Life fosters and encourages religious and spiritual life on the Salve Regina campus. In keeping with the mission of the University, the Mercy Center warmly welcomes people of all beliefs to engage in a lively and respectful practice of their faith, to seek wisdom and to promote universal justice. Through friendship, service, study and prayer, members of the Salve Regina community encourage and help one another to enter into a sincere, intelligent and loving relationship with God, to live the works of Mercy in service to one another and to form a community that honors the dignity of each person.

Catholic Mass is celebrated in Our Lady of Mercy Chapel:

- Sunday: 11 a.m. (except Christmas, Easter, and Commencement)
- Sunday at 7 p.m. (September through mid-May)
- Monday through Thursday at 12:15pm

Office of Career Development

The Office of Career Development plays an active role in preparing students for the job market. Career advisors assist students with a variety of career development topics including self-assessment, selecting a major, building a resume, preparing for interviews and networking with employers and alumni. Additionally, the Salve Regina Gateway system provides students with 24/7 access to full-time, part-time, internship and student employment postings along with exclusive online resources and industry information for a wide range of career fields.

For more information on the career services and resources available to students and alumni, please visit the Career Development website

Bookstore

The University Bookstore offers a wide variety of products including academic and general reading books, Salve Regina imprinted clothing and gifts, and a full line of school and computer supplies. In addition, dorm supplies, greeting cards, health and beauty aids, and snacks and beverages are also offered. Textbooks may be rented or purchased and many are offered in a digital format. Master Card, Visa, American Express, Discover Card, checks and the Salve Regina universal card are accepted. Online orders may also be placed at www.bkstr.com/salvereginastore/home.

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.

Copy Center

The Copy Center, located on the garden level of the McKillop Library, offers photocopying, duplicating, and binding services.

Food Service

The University provides multiple food service through Sodexo Dining Services. Miley Cafeteria is the primary on-campus dining facility, additional food services locations on campus including the Global Café in Wakehurst, Jazzman's Café in O'Hare Academic Center and Starbucks in Miley hall.

Safety and Security

The Office of Safety and Security strives to preserve the safety, security, and wellbeing of the University community through 24-hour coverage. The security staff are trained in first aid, AED, CPR and Management of Aggressive Behavior. The security staff consists of 16 officers, including 8 EMT's; working to prevent crime, provide high-visibility security patrols, and respond quickly and effectively to needs of the University. Crimes involving violence, major property loss, or felony charges are reported immediately to the appropriate outside agency.

The department maintains strong working relationships with other University offices as well as with local police and fire departments. Through training materials and presentations, the office emphasizes 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 by logging into your MySalve account and then into MyInformation to fill out your On-Line Vehicle Registration Form. A decal for on-campus parking is issued and a service fee is charged. Students may pick up decals at the Office of Safety and Security in Tobin Hall. 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.

SALVE Card

The SALVE card serves as an identification card for members of the Salve Regina University community and can grant access to a multitude of services. Students are required to carry their student identification card with them at all times. The card can be used to check materials out of the library, gain access to the library's special reference databases, gain access to designated residence halls for resident students, utilize the Rodgers Recreation Center, and track meal plan usage. Money can be deposited on the card to be used for the following: Salve Regina University Bookstore purchases, campus soda and snack machines, Global Café, Jazzman's Café and Starbucks purchases, Salve Regina Health Services, library microfilm scanners and file prints, library copiers, Sullivan Fitness Center, and the McKillop Library Mail Services, Copy Center, and select off-campus locations.

Salve Regina University identification cards are available to all new students

Procedures and Hours to Obtain Parking Decals

The Office of Safety and Security in Tobin Hall is open from 8:30 a.m. to 4:30 p.m. each weekday for processing decals. 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.

Cancellations for Inclement Weather

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 University website.

Academic Policies

Academic Honor Code

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 may include (but are not limited to) failure for the work involved, failure in the course, and dismissal from the University. A record of violations and sanctions is maintained in the student's file. Appeal is to the provost or the provost's designee.

Academic Conduct

Students are expected to interact with faculty and fellow students with courtesy, respect, and integrity in all academic settings. Any behavior that disrupts an appropriate and effective learning environment is unacceptable and may be subject to discipline. Student behaviors that enhance the learning environment include dialogue and discussion of course material and issues; asking questions to improve comprehension; listening to and respecting the views of others; and completing readings and assignments in preparation for class. Student behaviors that hinder the learning environment include extended personal discussions during class; the use of cell phones, and the inappropriate use of laptops or other devices during class; consistently interrupting class by entering and exiting the room during the class session; and treating classmates or the instructor with disrespect. In all academic settings, students should be aware of their responsibility to engage in the material being covered in order to benefit from educational opportunities. Moreover, students must be certain that their presence enhances rather than hinders the educational environment of fellow students.

Intellectual Property

The University expects all members of its community to respect the property of others and to be aware of intellectual laws, regulations and policies that apply to the electronic environment. 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.

Plagiarism

Plagiarism occurs when a person uses someone else's creative or scholarly work but fails to give that person credit. It also occurs when a person credits the author but uses his exact words without so indicating with quotation marks or block indentations; or when a person uses words so close to those in the source, that if the person placed his/her work next to the source, one would see that it could not have been written without the source "at the elbow." The MLA Handbook for Writers of Research Paper (2009) refers to plagiarism as "intellectual theft" and suggests penalties for infractions ranging from failure of the course to expulsion from school.

The widespread availability of online sources for research and information requires particular attention to proper use and citation of electronic sources. Students seeking guidance in the use of proper citations should consult the "MLA Handbook for Writers of Research Papers" (7th Edition, 2009), "A Manual for Writers of Term Papers, Theses and Dissertations," by Kate L. Turabian,et al (8th Edition, 2013), or "Publication Manual of the American Psychological Association" (6th Edition, 2010). Be sure to check with your instructor regarding the preferred style of citation.

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 student's permission.

Credit Hour

Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also Standards for Accreditation 4.34.)

Class Attendance

For on-campus and online interactive courses, class participation is considered an essential part of the educational experience. Students are expected to attend all classes as well as fully participate in online courses and be responsible for course content. Faculty members may establish attendance policies for their courses which define expectations for attendance and participation. These policies may be found on the course syllabus.

Administrative Withdrawal

It is the responsibility of the student to notify the University of an intention to withdraw from a course or withdraw from the University.

Habitual non-attendance of a course or courses will be considered academic misconduct subject to withdrawal from the course(s) not attended. Habitual nonattendance is defined as a consecutive absence in any course or lack of participation in discussion in an online course equating to three full weeks of missed class sessions (three absences for a course meeting once a week, six absences for a course meeting twice a week, nine absences for a course meeting three times a week, one day for a course meeting two weekends.)

Habitual non-attendance in one or more classes may result in administrative withdrawal from the class or classes affected. Moreover, when a student is habitually absent from most or all classes, the student may be subject to administrative withdrawal from the University or, in cases with extenuating circumstances, to an administrative leave of absence. In such cases a grade of W or WF will be assigned to the classes affected according to the appropriate date published in the academic calendar.

Students should note that faculty members may have more stringent attendance policies and standards for participation for their courses, as noted on the course syllabus.

Students who have attended no class sessions of a course or courses for which they are registered by the end of the drop/add period (first seven days of a graduate course) will be withdrawn from the course(s) they have communicated with their instructor. If a student never attended any courses during the drop/add period, the student will be withdrawn from his/her full schedule of courses. Financial charges may be incurred by the student.

Matriculation and Enrollment

Matriculated/Non-Matriculated Students

A matriculated student has been formally admitted to the University in pursuit of a degree program and is proceeding on a full-time or part-time basis. A nonmatriculated student enrolled in course work who has not yet applied to the University is not enrolled in a degree program. Non-matriculated students may not enroll for more than two courses (6 credits), unless specific permission is granted by the Dean of Academics. There is no guarantee that course work completed as a nonmatriculated student will be applied toward a degree program. Non-matriculated students may register for courses when space is available.

Full-time/Part-time Status

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; half-time students take six credits. 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. Full-time status during the summer session is six credits; while half-time status is three credits. All graduate courses are three credits unless otherwise noted.

Course Numbers

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

Registration Policies and Procedures

All students must register for courses to maintain enrollment at the University. Students are responsible for adhering to the registration instructions, timetable and other information published online. Students must satisfy all financial obligations before they are permitted to register and attend classes.

Student Responsibility

It is the responsibility of the student to review the requirements for their degree program and select appropriate coursework. Students easily monitor their progress by consulting the Online Academic Evaluation and by consulting the graduate catalog for program requirements.

Academic Calendar

Salve Regina's academic year includes a fall and spring semester and two summer sessions. Meetings for graduate courses follow the University calendar. Calendar information may be found in the on the salve website.

Off-Campus Classes

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

Change of Name/Address

It is the student's responsibility to complete a change of name/address form in the Office of the Registrar whenever such a change occurs.

Registration Holds

In order to register each semester, all students must have clearance from the Business Office, Office of Financial Aid, and the Office of the Registrar.

Registration

Matriculated students may register online through Web Advisor for Students in the My Salve University Portal. The link is titled "Search and Register for Classes." All students may find registration instructions and materials

on http://www.salve.edu/graduate-studies/register-classes. Students may also register for all on-campus and online courses in person at the Office of the Registrar located in Ochre Court. Office hours are 8:30 a.m. to 4:30 p.m., Monday through Friday.

Registration Period for Online Courses

Online interactive courses may have two seven-week sessions in each semester with specific start and end dates. Check the current course schedule for dates. Registration for seven-week online interactive courses after the start date requires the permission of the instructor.

Add/Drop Period

Graduate students may drop and add full-semester courses without academic consequence during the first seven days of a course. The option to add a course includes only those courses where space is still available during the drop/add period. Students will need instructor permission to add compressed, seven-week courses. If students are only dropping a course without adding there are financial penalties. Please refer to our refund policy. If a student has not officially dropped a course or received an approved course withdrawal by the completion date of the semester, the instructor must submit a final grade for the student.

Course Changes

Refunds of tuition are calculated on a pro-rated basis. If a student does not officially drop or withdraw from a course by the last date to withdraw noted in the Academic calendar, a final grade will be given.

Non-credit Registration

Students in good academic standing may audit courses (based on seat availability) and receive an AU (no credit) on their transcript. They must complete all course requirements except exams. Tuition for audited courses is listed on the graduate studies website. 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.

Prerequisites

A prerequisite is a course or other requirement established to ensure that students have sufficient academic preparation to successfully complete another course. It is the responsibility of the student to ensure that prerequisites, as listed in the catalog and updated through the semester schedule of classes, have been successfully completed before registering for the course.

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 form (located on http://www.salve.edu/registrar/online-forms) must be completed, signed and approved by the Dean of Academics, and then sent to the Office of the Registrar in Ochre Court.

Directed Study

Directed study involves regular graduate catalog courses offered to individual students who are unable to complete them because of conflicts or extenuating circumstances. Students should consult the appropriate graduate program director and complete and submit a special enrollment form to the Office of the Registrar. If the student is not required to take the course to fulfill graduate requirements, or can defer taking the course as a classroom or online experience to a later semester, the directed study may not be approved. Please see more information about guidelines and appropriate forms located online on the Office of the Registrar's web page.

Independent Study

Independent study involves specialized subjects outside the regular graduate catalog. While it is expected that most students will be able to develop a complete program of study from regularly scheduled course offerings, there are situations in which a student may benefit from independent study. Students interested in independent study, and who have a cumulative GPA of 3.2 or higher, should consult an appropriate faculty mentor, discuss the planned project, complete and submit a special enrollment form available on http://www.salve.edu/registrar/online-forms, and register for the course. The University reserves the right to deny

requests for independent study from students whose topics have not been well formulated, who lack a supervising faculty member to evaluate performance, or who do not meet the GPA minimum.

Internship

An internship is a short-term employment experience that is related to a student's course of study, supervised by a practicing professional, and structured academically by a Salve Regina University faculty member. For those students who are employed, the internship must be performed in a setting outside of their usual work role, and with a different supervisor. Although the specific nature of the experiential learning varies with the student's academic interest, there should be a close relationship between the program of study and the internship. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 120 hours (40 hours per credit awarded) of on-the-job experience and culminating in a significant written graduate-level analysis that integrates the field experience with relevant literature in the student's program of study and includes a formal bibliography. Students interested in completing an internship for credit should discuss the option with their graduate program director. A graduate internship form, available on the Office of the Registrar website, must be completed in order to register for an internship for credit. In order to comply with federal regulations, students must complete the work during the semester in which they are registered for the internship, and may not earn credit for work completed prior to submitting a completed signed graduate internship form. It is the student's responsibility to meet any requirements imposed by the internship site including, but not limited to, insurance coverage, fingerprinting, background check, and minimum required hours.

Thesis Option

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

Withdrawal from a Course

Students who wish to withdraw from an on-campus, online or hybrid course before the last date to withdraw from a course with a grade of "W" must make this request in writing. Permission must be obtained from the instructor and submitted to the Office of the Registrar prior to the deadline. They can do so by submitting a course withdrawal form (available from the Office of the Registrar), writing a letter or email from the student's salve email address, or sending a fax. For grading purposes, the deadline to withdraw from a full-semester course is published in the University's Academic Calendar. For classes meeting half a semester or less, the deadline is the halfway point of the course. For withdrawals after the deadline, the final grade will be "WF." If a student stops attending a course at any time without withdrawing, the final grade will be "F." All withdrawal requests must be received by the Office of the Registrar prior to the final day to withdraw from a course. Please refer to the "Financial Information" section of this catalog for details on tuition refunds.

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 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 Studies. After an extended period of program interruption, the appropriate graduate 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.

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.

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 Graduate 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 grades and any applicable pro-rated refund. Time is of the essence for tuition refunds. The date the request for withdrawal is received in the Office of the Registrar 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.

Transcripts

Transcripts are released following a written student request and payment of the appropriate fee or when mandated by law. Transcripts are available in the Office of the Registrar. Transcript request forms are available online on the Office of the Registrar's web page https://www.salve.edu/registrar/online-forms Transcript services may be denied to students who have outstanding financial obligations to the University.

To obtain copies of transcripts and source documents such as test scores from other institutions, students must contact the originators of those records, for example the registrar of the original institution. Salve Regina University does not copy transcripts of other schools for student use.

Online Studies

Salve Regina University provides alternative and convenient course formats to support the needs of our students who have busy professional and personal lives. Salve Regina University has been providing master's programs by extension since 1985. 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 and Homeland Security, Master of Science in Healthcare Administration and Management and Master of Science in Innovation and Strategic Management, plus several professional certificates, completely online.

Online Course Structure

All online courses are accessed through the Internet. Once students register for a course, they are notified of their user name and password. Online courses are offered in two formats: online interactive and hybrid.

Online interactive courses have specific start and end dates and are offered in two seven-week sessions each semester. 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, although some courses offer opportunities for synchronous interaction. This interactive environment enriches course content, provides opportunity for discussion, and encourages the exchange of ideas.

Hybrid courses blend classroom learning and online learning. Since 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 from the Salve Regina University bookstore. Textbooks should be ordered before the course begins to ensure adequate preparation for the first day of class.

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 website at Online Course Information 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 website above also lists links to the most common plug-ins needed.

Graduation Policies and Procedures

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 cumulative grade point average of 3.0.

Graduation Procedures

Candidates intending to graduate must submit a completed Application to Graduate to the Office of the Registrar six months prior to the graduation date noted on the Application to Graduate. All program requirements must be complete before conferral of the degree and participation in Commencement ceremonies. Any balance on the student's account must be paid in full in order to participate in commencement. 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

Appearance of a student's name in the Commencement program is presumptive evidence of graduation, but is not regarded as conclusive. The official Salve Regina University transcript is conclusive testimony of the student's academic records and possession of degree(s) awarded by this institution.

Grading Policy

Student grades in graduate level courses are reported as follows with the accompanying quality point values:

Grade		Grade Point Value	Numerical Equivalent
A	**Excellent**	4.00	95-100
A-		3.70	90-94
B+		3.30	87-89
B	**Above Average**	3.00	64-86
B-		2.70	80-83
C+		2.30	77-79
C	**Average**	2.00	74-76
F	**Failure**	0.00	Below 74
P	**Pass**	Pass	
WF:		0.00	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. Incompletes may not extend beyond the last day of the following semester.	
W		Withdrawal from a course with permission. No credit is awarded. See Academic Calendar for last date to withdraw from a course with a grade of "W."	
AU:		Audit: Student fulfills all course requirements other than taking exams. No credit is awarded.	
W		Withdrawal: Course dropped with permission. Students may not withdraw after the last class meeting. No credit is awarded.	
WF:		Withdrawal from a course without permission or after the date designated in the academic calendar for withdrawal without penalty. Also given to a student for behavioral or academic reasons prior to the recording of the final grade. No credit is earned and is computed as "F" in the grade point average.	

Incompletes

It is very important for students to complete all assigned course requirements by the scheduled end date of their courses. When students decide they are unable 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 from their instructor. If the request is approved, the student and instructor will complete the official form and submit it directly to the Office of the Registrar. Official forms are located online. 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. Students are only granted one incomplete per course.

Students may not withdraw from a course once an incomplete has been granted. The completion deadline may not extend beyond the last day of the following semester for all courses, except self-paced courses. Incomplete deadlines for self-paced courses should not extend beyond two months after the completion of the initial four-month period.

Final Examinations

University policy requires all classes to meet with their instructors during the final exam period, whether for an examination or for further instruction, and faculty may penalize students for failure to attend the final examination period. Final exams take place during final week each semester, as indicated in the academic calendar. Details are available online on the Salve website.

Online Grade Reports

Students obtain semester grades online by accessing "MySalve" and logging into "My Information." Because this effective service provides much faster student access and is now used commonly, the University does not mail semester grade reports. Those who need printable copies can obtain them quickly and easily online whenever they access their grades on Web Advisor for Students. Grade reports may be denied to students with outstanding financial obligations. In such cases, however, students still have the right to view their grades in a visit to the Office of the Registrar.

Falsifying Educational Records

Tampering with education records such as transcripts, grade reports, and diplomas is against the law. Among criminal offenses of the State of Rhode Island is Chapter 58 of Title 11, which states in part, "A person shall not use, offer, or present as genuine a false, forged, counterfeited, or altered transcript, diplomas, or grade report of a postsecondary educational institution." This section is but one example of state and federal laws making it illegal to engage in fraudulent activity with education records. Penalties for violating such laws can include substantial fines and/or imprisonment.

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

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

Graduate courses may be repeated, with the lower grade excluded from the GPA, and duplicate credits excluded from the cumulative total. All grades earned, however, will remain on the student's transcript. Students earning a grade lower than a B- in a required course must repeat that course at Salve Regina University. Students may repeat a required course once. No more than three required courses may be repeated throughout a student's program.

Academic Probation and Dismissal

A cumulative grade point average of B (3.0) is required to qualify for a graduate degree or certificate. Students whose cumulative grade point average falls below 3.0 in any given semester or who earn at least one grade of "F" are considered to be on academic probation for the following semester. Students on probation for two continuous semesters may be dismissed from the University. Students will receive a written notice of this decision, including a process for appeal. Students who are dismissed may make a written appeal to the provost following the process specified on the dismissal notice.

If readmission is granted, a student will be re-enrolled on academic probation and will be informed of specific academic criteria and expectations in writing. Students reinstated by appeal may not, if dismissed again in subsequent semesters, submit any further appeals for readmission.

International students studying on a nonimmigrant visa should consult with the appropriate designated school official to review visa status issues and alternatives.

Institutional Review Board (SRU-IRB)

The United States Department of Health and Human Services, through the Office of Human Research Protections (OHRP), is the U.S. institution responsible for regulating research involving human and animal subjects. The purpose of the regulation is to ensure the ethical treatment of both humans and animals participating in research as subjects. OHRP provides assurance regulations to guarantee that research subjects are not submitted to unnecessary or undue physical, mental and legal risks, that their participation in research is informed and un-coerced, and that their participation will contribute to promoting beneficial generalized knowledge. OHRP carries out its responsibilities through the publication of documentation with federal regulations regarding the ethical treatment of human and animal subjects. OHRP enforces its ethical regulations through the establishment of an Institutional Review Board (IRB) in all institutional locations where research takes place and are directly or indirectly funded by the U.S. Federal government.

Salve Regina's mission reflects Federal regulation for the ethical treatment of humans and animals. The SRU-IRB is registered with OHRP and reviews, approves, modifies or disapproves all research projects undertaken by faculty, staff and students at Salve Regina University or when faculty, staff, and students are participating in research. In complying with federal regulations, the SRU-IRB review process of research makes sure that:

1. Risks to subjects are minimized;
2. Risks to subjects are reasonable in relation to anticipated benefits;
3. Selection of subjects is equitable;
4. Informed consent is sought from each prospective participant or legally authorized representative, and properly documented;
5. Adequate preparation is taken to protect the privacy and confidentiality of subjects; and
6. Adequate provisions are made for the ongoing monitoring of the subjects' welfare.

The SRU-IRB is the only University committee authorized to determine if a specific research is reviewable or not and all faculty, staff and students must contact the SRU-IRB for input when contemplating undertaking research.

Academic Facilities

The Campus

Salve Regina University adjoins Rhode Island's renowned Cliff Walk and overlooks the Atlantic Ocean. Its 80-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

Graduate and Continuing Studies, and Graduate Admissions, is located on Shepard Avenue. The Office of the Registrar is located in Ochre Court, the Offices of the Provost in McAuley Hall and the Academic Dean in the Misto Gate House. 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; Antone Academic Center 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 our Center for Adult Education 144 Metro Center, Warwick, Rhode Island.

The Library

Salve Regina's McKillop Library contains over 150,000 printed volumes, 6,000 DVDs and 250,000 e-book titles and maintains subscriptions to over 100 online databases with links to 70,000 full-text journals. 100 public computers are scattered throughout the building to provide access to the internet, licensed information resources, and software to support curriculum assignments. Remote access to online resources is available to students and faculty 24 hours per day. The library's first floor has both Mac and PC public computers, collaborative furnishings for group work, and also a multipurpose classroom equipped with laptops and an instructor's technology station for group, hands-on classes and meetings. The Munroe Special collections room on the first floor houses some of the special collections and is equipped with presentation technology and seminar style seating. The second floor contains more collaborative spaces, public computers, and a Makerspace for hands-on projects. The Curriculum Resources Library as well as the Academic Center for Excellence and the Writing Center are housed on the second floor. The third floor contains the main collection in compact shelving and is the silent floor for studying. The library has four study rooms that can be booked online. The library is open over 100 hours/week and overnight hours are offered at the end of each semester.

In 1999 the library joined HELIN (Higher Education Library Information Network), a consortium of seven academic libraries and 15 special libraries that share direct borrowing through the library's catalog. Through HELIN, students and faculty may initiate direct online requests to borrow over six million items jointly held by member libraries. The Salve Regina ID card will also admit students to member libraries and enable them to borrow materials directly onsite. The library is also member of the Consortium of Rhode Island Academic and Research Libraries (CRIARL), a group of twenty research libraries that share resources through interlibrary loan. As a member of the Library of Rhode Island Network, the library enjoys daily delivery service to satisfy users' requests for materials held by other libraries within the state and S.E Massachusetts. Requests for materials not held by HELIN or CRIARL libraries are available through the OCLC interlibrary loan system, an international database of the holdings of 72,000 libraries worldwide. 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)

User Support Services - Computer Classrooms

The User Support Services department of Information Technologies provides technology and support for computer classrooms from our office in the McKillop Library, Room 002.

Computer classrooms are located in the Antone Academic Center, McKillop Library and O'Hare Academic Center. The computer labs center provides access and support for both PC and Mac computers, printing, scanning, multimedia services, media services and classroom technology. Those who wish to utilize classroom technology should contact User Support Services for assistance with the equipment after scheduling the room's use through the Office of the Registrar.

In the Antone Academic Center, we provide support for two Mac labs and a Mac digital photo lab. In the McKillop Library, Room 004, we provide a lab for learning and testing in Microsoft certification, QuickBooks certification, IC3® (Internet and Computing Core Certification), and Miller Analogies Test (MAT), among others. In McKillop there are three PC classrooms and several available Macs. The Center for Adult Education in Warwick, supports a PC computer lab with Internet access and printing, technology in nine classrooms, and a PC laptop open area.

For immediate assistance in any lab or technology classroom, call the Help Desk at (401) 341-7777 option 1.

The labs in McKillop are open seven days for 92 hours per week throughout the semester. Patrons are required to have a valid Salve Regina ID card, to follow a code of ethics for computing, and to log in with their University-issued network ID.

Professional staff and student lab monitors provide assistance during all User Support Services operating hours. Software assistance is available throughout the year in Microsoft Office and other applications. Current hardware and software configurations allow patrons to investigate and learn in many areas of technology and to prepare for the future job market.

Schedules indicating availability are posted outside of each lab. Computer labs are used for formal teaching, supporting curricula, workshops and individual learning assignments. Utmost attention is paid to making the labs and their resources available for student needs. Questions may be addressed to the staff in the McKillop Library, Room 002, or by calling (401) 341-2985.

Media Services

The Media Services area of Information Technologies provides students, faculty and staff with assistance as it relates to the equipment loans and services of hardware and related recording and editing projects. These services include but are not limited to:

•Hardware distribution (sound systems, projectors, laptops, screens, headsets, etc.)

•Filming

•Editing

 Editing Policy: Media Services will assist any student, faculty, or staff member wishing to edit. Requestors are expected to follow the University policy on copyrighted materials.

Duplicating Policy: Media Services will not knowingly duplicate any copyrighted material unless written permission from the copyright holder, or authorized representative, is obtained and submitted to MS along with the material to be copied. This includes duplicating videos, audio recordings, etc.

Media Services loans out equipment to students, faculty and staff. A valid Salve Regina University identification card must be shown for loans. All equipment will be available for instructional purposes and University business.

Media Services sets up equipment within the University for student presentations, lectures, meetings, conferences, and workshops. Forty-eight hour notice is required before setups depending on available equipment. A week's notice is required for videotaping lectures or student presentations. Please make an appointment for editing.

Media Services can be reached at (401)341-2221. We are located in the Garden Level of the McKillop Library, room 002. Our office hours are Monday - Thursday 8:00 a.m. - 12:00 a.m., Friday 8:00 a.m. - 5:00 p.m., Saturday 10:00 a.m. - 5:00 p.m., and Sunday 12:00 p.m. - 12:00 a.m.

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.

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 are 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.

Administration of Justice

Classes are held at our Newport campus, our Center for Adult Education in Warwick and online.

Director: J. David Smith, M.S., C.A.G.S.
                            (401) 341-3210

About the Programs

The administration of justice and homeland security programs endeavor to address the professional requirements of justice leaders and practitioners in an increasingly technological and global environment. 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 and this program will focus on:

The philosophical, historical, ethical, behavioral, technological, legal, and policy dimensions of the discipline;

An analytical approach to practice within the criminal justice system;

Practical tools to improve effectiveness shared by the various professional roles;

The most current and relevant information in a structure that is dynamic and adaptable to rapidly evolving trends.

These objectives enable practitioners, managers, and leaders to design a program of study that best serves their career goals. Students pursue a Master of Science degree in administration of justice and homeland security, and may choose between three concentrations: leadership in justice or cybersecurity and intelligence and digital forensics. The concentration in leadership in justice focuses on strategic management in a multicultural, technological, and collaborative environment. The concentration in cybersecurity and intelligence focuses on the conceptual aspects of what steps need to be taken so that managers can lead and interact in a technological environment and bridge the communication gap between management and technicians. The concentration in cybersecurity and intelligence highlights theory, policy, and problems in this emerging field. The concentration in digital forensics encompasses an array of skills including acquiring, extracting, and analyzing data that is often useful for criminal investigation and civil litigation cases. In addition to criminal and civil investigations, it also plays a major role in intelligence and counterterrorism matters.

The concentrations are 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 study on a schedule that fits the various time demands of administration of justice professionals. The professional demands of some students along with the desire to provide global access to our coursework requires total on-line access in some cases. Students may elect to take any or all of our courses on-line. We have successfully supported students from around the world and enabled them to complete their program of study remotely. Students not selecting an area of concentration may select electives from any of the graduate programs (with approval of the graduate program director) to develop an individualized program of study that meets their personal and professional goals.

Certificates of Graduate Studies in cybersecurity and intelligence, leadership in justice, and digital forensics will offer students the opportunity to broaden and enhance their professional careers with topics that are current and relevant in today's administration of justice and homeland security environment. Certificates of Graduate Studies may be earned entirely online. This will accommodate learners who may not be able to attend classes in Newport. This program emphasizes current and relevant analysis of ethical, legal, cultural, and technological issues that pose threats to a global society. The integration and collaboration of private sector, public sector, and academe creates a shared responsibility in the environment of homeland security. Current and future leaders understand that an interdisciplinary approach to all hazards that require prevention, mitigation, protection, response, and recovery is the most successful. The integration of private sector partnerships creates a shared responsibility in a homeland security environment. Current and future leaders understand that an interdisciplinary approach is the most successful.

 One of the greatest challenges facing justice practitioners and the field of public safety is the creation and maintenance of a values-based organization consisting of an ethical cadre of professionals that represent their values in a technological society. All 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.

On Campus or On-Site

The Master of Science in Administration of Justice and Homeland Security may be earned by taking courses on campus, at our Center for Adult Education in Warwick and online or by participating in specially designed programs, if available, on-site at the workplace. Salve Regina University recognizes the demands of working professionals and the deployments necessary in a global and technical workspace. It is now possible for students working with their advisor to complete either a Certificate of Graduate Study and/or a graduate degree completely on-line. This allows for flexibility and accessibility for all students regardless of residency, shift work, deployment to foreign lands or a combination of the above.

Accelerated Bachelor's/Master's Degree 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 February 15 of their junior year.

Undergraduate students considered for the five-year program are conditionally accepted into the master's degree and take four graduate courses (12 credits) during their senior year. Of these 12 credits, six are applied to the undergraduate degree. Final program acceptance is contingent upon successful completion of the undergraduate degree and four graduate courses in the senior year. The total number of credits required to complete the five-year program is 150, 24 of which are graduate credits taken in the fifth year. 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.

Programs

Administration of Justice and Homeland Security (M.S.)

Program Requirements

Following the completion of an approved program of 12 courses (36 credits) and all degree requirements, the Master of Science in Administration of Justice and Homeland Security is conferred.

Curriculum

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

Required Courses:

There are eight (8) required courses in the administration of justice and homeland security program. These courses are as follows:

ADJ505: Constitutional Issues 3 Credit(s)

ADJ506: Theories of Justice 3 Credit(s)

ADJ521: Management Issues in the Justice System 3 Credit(s)

INR552: Terrorism and Transnational Crime 3 Credit(s)

ADJ518: Public Policy in the Global Environment 3 Credit(s)

ADJ524: Homeland Security: The National Incident Management System 3 Credit(s)

ADJ580: Emerging Global and Social Issues in Justice 3 Credit(s) (Capstone)

Choose one of the following

ADJ563: Cyber Methodologies 3 Credit(s)

ADJ500: Research Methods 3 Credit(s)

Area of Concentration or Approved Electives

Students may either choose an area of concentration (leadership in justice, cybersecurity and intelligence and digital forensics) or select electives from any of the graduate programs (with the approval of the graduate program director) to develop an individualized program of study that meets their personal and professional goals. Recommended electives for those not selecting an area of concentration are listed below:

ADJ514: Law and Human Behavior 3 Credit(s)
ADJ519: U.S. Intelligence 3 Credit(s)
ADJ526: Principles of Digital Forensics 3 Credit(s)
ADJ529: Advanced Digital Forensics 3 Credit(s)
ADJ530: Cyberthreat Analysis 3 Credit(s)
ADJ531: Cyberthreat Management 3 Credit(s)
ADJ532: Cyberterrorism 3 Credit(s)
ADJ533: Drug Recognition for Homeland Security Partners 3 Credit(s)
ADJ535: Budget Realities and Grant Opportunities 3 Credit(s)
ADJ536: Cultural Competency 3 Credit(s)
ADJ537: Network Forensics and Incident Response 3 Credit(s)
ADJ543: Cyber Intelligence 3 Credit(s)
ADJ545: Mobile Forensics 3 Credit(s)
ADJ546: Insider Threat 3 Credit(s)
ADJ547: Malware Basics 3 Credit(s)
ADJ555: Challenges to Counterterrorism 3 Credit(s)
ADJ565: Analytics Methodology 3 Credit(s)
ADJ570: Forensic Certifications (CCE/ACE) 3 Credit(s)
ADJ575: Comparative Justice Systems 3 Credit(s)
ADJ576: High Technology Crime 3 Credit(s)
ADJ579: Advanced Persistent Threat (APT): Tactics, Techniques, and Procedures (TTP's) 3 Credit(s)
ADJ581: Special Topics 3 Credit(s)
ADJ591: Independent Study 1-3 Credit(s)
ADJ598: Internship 3 Credit(s)
ADJ599: Internship II 3 Credit(s)
ADJ599: Internship 3 Credit(s)
ADJ590: Thesis 6 Credit(s)
INR512: Justice and Order in International Relations 3 Credit(s)
MGT502: Managing in a Global Economy 3 Credit(s)
MGT509: Human Resources Management 3 Credit(s)
MGT554: Business Foresight and Futuring 3 Credit(s)
MGT558: Management of Cyber Opportunities and Threats 3 Credit(s)
Note:
Other electives may be allowed with permission of the graduate program director.

Administration of Justice and Homeland Security, Cybersecurity and Intelligence Concentration (M.S.)

This program is designed to respond to the interests, knowledge requirements, and needs of professionals not limited to 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 cybersecurity and intelligence at home and abroad. It is necessary for professionals in this field to have an understanding of the advancing technological world and its immense impact on the global community.

This program includes attention to counterterrorism training in such areas as information technology, terrorist groups, domestic terrorism, high tech crimes, intelligence gathering, and financial investigative techniques. To support this effort, practical problems will be discussed with emphasis on enhanced cooperation with law enforcement at the international, federal, state, local, and tribal levels. A commitment to technical report writing and analytical thinking is a consistent priority that is based upon the needs of current and future skill requirements.

Program Requirements

Following the completion of an approved program of 12 courses (36 credits) and all degree requirements, the Master of Science in Administration of Justice and Homeland Security is conferred.

Curriculum

Students must successfully complete 12 courses totaling 36 credits to earn the master's degree. All students must complete the curriculum for the Administration of Justice and Homeland Security (M.S.) and electives for the concentration.

Concentration Requirements

Program requirements and curriculum following the completion of an approved program of 12 courses (36 credits), which includes the selection of four electives from the list below and all degree requirements, the Master of Science in Administration of Justice and Homeland Security with a concentration in cybersecurity and intelligence is conferred.

The concentration in cybersecurity and intelligence focuses on the conceptual aspects of what steps need to be taken so that managers can lead and interact in a technological environment and bridge the communication gap between management and technicians. The concentration in cybersecurity and Intelligence highlights theory, policy, and problems in this emerging field. Developing special topics courses are designed to enable students to stack credentials and certifications which will be helpful in the competitive field of cybersecurity and intelligence.

Required Course

ADJ576: High Technology Crime 3 Credit(s)

Students must complete one of the following two courses:

ADJ519: U.S. Intelligence 3 Credit(s)
ADJ543: Cyber Intelligence 3 Credit(s)
Students must complete two of the following courses:

ADJ530: Cyberthreat Analysis 3 Credit(s)
ADJ531: Cyberthreat Management 3 Credit(s)
ADJ532: Cyberterrorism 3 Credit(s)
ADJ555: Challenges to Counterterrorism 3 Credit(s)
ADJ565: Analytics Methodology 3 Credit(s)
ADJ579: Advanced Persistent Threat (APT): Tactics, Techniques, and Procedures (TTP's) 3 Credit(s)
ADJ581: Special Topics 3 Credit(s) (with permission of graduate program director)
MGT558: Management of Cyber Opportunities and Threats 3 Credit(s)

Administration of Justice and Homeland Security, Digital Forensics Concentration (M.S.)

A concentration in digital forensics is offered. Digital Forensics encompasses an array of skills including acquiring, extracting, and analyzing data that is often useful for criminal investigation and civil litigation cases. In addition to criminal and civil investigations, it also plays a major role in intelligence and counterterrorism matters. As a concentration area in Administration of Justice and Homeland Security, Digital Forensics would expand on student's knowledge from core classes, instruct them on analyzing and documenting data, and help them develop necessary skills for utilizing networks, servers, and analysis tools. As with this and with our other programs at Salve, a deliberate evaluation of relevancy in the constantly changing world of global technology will shape the syllabus of each course in this program to best serve the students and their career placement.

Program Requirements

Following the completion of an approved program of 12 courses (36 credits) and all degree requirements, the Master of Science in Administration of Justice and Homeland Security is conferred.

Curriculum

Students must successfully complete 12 courses totaling 36 credits to earn the master's degree. All students must complete the curriculum for the Administration of Justice and Homeland Security (M.S.) and electives for the concentration.

Concentration Requirements

The concentration in digital forensics will enable students to satisfy all of the following concentration objectives:

To acquaint students with computer network architecture, proper evidence collection and storage, and federal rules and criminal codes;

To understand how foreign state sponsored threat actors target certain institutions and companies;

To introduce students to network traffic analysis, web log analysis, malware reverse engineering, and cyber infrastructure analysis;

To instruct each student on how to navigate networks, servers, and mass data as well as how to utilize common digital forensic tools.

Students must complete the two courses below:

ADJ526: Principles of Digital Forensics 3 Credit(s)

ADJ529: Advanced Digital Forensics 3 Credit(s)

Students must complete two of the courses from the list below:

ADJ537: Network Forensics and Incident Response 3 Credit(s)

ADJ545: Mobile Forensics 3 Credit(s)

ADJ546: Insider Threat 3 Credit(s)

ADJ547: Malware Basics 3 Credit(s)

ADJ570: Forensic Certifications (CCE/ACE) 3 Credit(s)

Administration of Justice and Homeland Security, Leadership in Justice Concentration (M.S.)

A concentration in leadership in justice is offered. A practitioner of justice faces many challenges in this field, which is changing dramatically. Professionals in the justice field are being asked to reduce and manage crime while facing budget cuts, protecting the public, and organizing agencies and departments in a collaborative environment.

Leaders in the justice field 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.

Program Requirements

Following the completion of an approved program of 12 courses (36 credits) and all degree requirements, the Master of Science in Administration of Justice and Homeland Security is conferred.

Curriculum

Students must successfully complete 12 courses totaling 36 credits to earn the master's degree. All students must complete the curriculum for the Administration of Justice and Homeland Security (M.S.) plus the concentration requirements.

Concentration Requirements

Following the completion of an approved program of 12 courses (36 credits), which includes the eight required courses and four electives from the list below, a Master of Science in Administration of Justice and Homeland Security with a concentration in leadership in justice will be conferred.

The concentration in leadership in justice focuses on strategic management in a multicultural, technological, and collaborative environment.

Students must complete the two courses below:

ADJ535: Budget Realities and Grant Opportunities 3 Credit(s)

ADJ536: Cultural Competency 3 Credit(s)

Students must complete two of the courses from the list below:

ADJ580: Emerging Global and Social Issues in Justice 3 Credit(s)

ADJ581: Special Topics 3 Credit(s) (with permission of graduate program director)

HLL520: Leading Holistically: Cross-Cultural Competence 3 Credit(s)

HLL519: Introduction to Holistic Leadership Perspectives 3 Credit(s)

MGT502: Managing in a Global Economy 3 Credit(s)

MGT509: Human Resources Management 3 Credit(s)

MGT554: Business Foresight and Futuring 3 Credit(s)

MGT558: Management of Cyber Opportunities and Threats 3 Credit(s)

Certificate of Graduate Studies

Cybersecurity and Intelligence Certificate of Graduate Studies

(Four courses/12 credits)

The Certificate of Graduate Studies in Cybersecurity and Intelligence focuses on the conceptual aspects of what steps need to be taken so that managers can lead and interact in a technological environment and bridge the communication gap between the management and technicians. The Certificate in Graduate Studies in Cybersecurity and Intelligence highlights theory, policy, and problems in this emerging field.

Curriculum

Required Course

ADJ576: High Technology Crime 3 Credit(s)

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

ADJ519: U.S. Intelligence 3 Credit(s)

ADJ543: Cyber Intelligence 3 Credit(s)

Students must complete two of the following courses:

 ADJ530: Cyberthreat Analysis 3 Credit(s)

ADJ531: Cyberthreat Management 3 Credit(s)

ADJ532: Cyberterrorism 3 Credit(s)

ADJ555: Challenges to Counterterrorism 3 Credit(s)

ADJ565: Analytics Methodology 3 Credit(s)

ADJ579: Advanced Persistent Threat (APT): Tactics, Techniques, and Procedures (TTP's) 3 Credit(s)

ADJ581: Special Topics 3 Credit(s) (with permission of Graduate Program Director)

Leadership in Justice Certificate of Graduate Studies

(Four courses/12 credits):
The Certificate of Graduate Studies in leadership in justice focuses on strategic management in a multicultural, technological, and collaborative environment.

Curriculum

 Students must successfully complete the following 2 courses:

 ADJ536: Cultural Competency 3 Credit(s)

ADJ535: Budget Realities and Grant Opportunities 3 Credit(s)

Students must successfully complete two of the following courses:

 ADJ580: Emerging Global and Social Issues in Justice 3 Credit(s)

ADJ581: Special Topics 3 Credit(s)

HLL519: Introduction to Holistic Leadership Perspectives 3 Credit(s)

HLL520: Leading Holistically: Cross-Cultural Competence 3 Credit(s)

MGT502: Managing in a Global Economy 3 Credit(s)

MGT509: Human Resources Management 3 Credit(s)

MGT554: Business Foresight and Futuring 3 Credit(s)

MGT558: Management of Cyber Opportunities and Threats 3 Credit(s)

Certificate of Advanced Graduate Studies

Digital Forensics Certificate of Graduate Studies

The Certificate of Graduate Studies in Cybersecurity and Intelligence focuses on the conceptual aspects of what steps need to be taken so that managers can lead and interact in a technological environment and bridge the communication gap between the management and technicians. The Certificate in Graduate Studies in Cybersecurity and Intelligence highlights theory, policy, and problems in this emerging field.

The Certificate of Graduate Studies in Digital Forensics will enable students to satisfy all of the following concentration objectives:

1. To acquaint students with computer network architecture, proper evidence collection and storage, and federal rules and criminal codes;

2. To understand how foreign state sponsored threat actors target certain institutions and companies;

3. To introduce students to network traffic analysis, web log analysis, malware reverse engineering, and cyber infrastructure analysis;

4. To instruct each student on how to navigate networks, servers, and mass data as well as how to utilize common digital forensic tools.

Curriculum

Students must complete the two courses below:

ADJ526: Principles of Digital Forensics 3 Credit(s)

ADJ529: Advanced Digital Forensics 3 Credit(s)

Students must complete two of the courses from the list below:

ADJ537: Network Forensics and Incident Response 3 Credit(s)

ADJ545: Mobile Forensics 3 Credit(s)

ADJ546: Insider Threat 3 Credit(s)

ADJ547: Malware Basics 3 Credit(s)

ADJ570: Forensic Certifications (CCE/ACE) 3 Credit(s)

Business Studies and Economics

Master of Business Administration and Master of Science in Management

Classes are offered at our Newport campus, our Center for Adult Education in Warwick and online.

Program Director: Arlene Nicholas, Ph.D.
                          (401) 341-3280

About the Programs

The Master of Business Administration, Master of Science in Innovation and Strategic 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 Innovation and Strategic 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 onsite program, a representative should contact the graduate program director for additional information.

Joint Bachelor's/Master's Degree 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 February 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 may take up to four graduate courses (12 credits) their senior year. Of these 12 credits, six are applied to the undergraduate degree. Final program acceptance is contingent upon successful completion of the undergraduate degree and four graduate courses in the senior year. The total number of credits required to complete the five-year program is 150, 24 of which are graduate credits taken in the fifth year.

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 program director. Students select four courses (12 credits) from the options listed for each concentration.

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 Business Administration (M.B.A.)

Accredited by the International Assembly of Collegiate Business Education (IACBE)

Students must successfully complete 12 courses totaling 36 credits to earn the M.B.A. degree. All M.B.A. students must complete the following core curriculum of ten courses (30 credits)

Program Requirements

Following completion of an approved program of 12 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:

6 credits in Accounting

6 credits in Economics

Quantitative Analysis or Calculus; and Statistics (6 credits)

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

Official undergraduate transcript from an accredited institution demonstrating successful completion of the prerequisite courses

CLEP examination results demonstrating proficiency in the prerequisite courses

Curriculum

Students must successfully complete 12 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 (Ten courses/30 credits)

MGT502: Managing in a Global Economy 3 Credit(s)
MGT503: Business Law 3 Credit(s)
MGT510: Managing Business Operations 3 Credit(s)
MGT530: Building Value Through Marketing 3 Credit(s)
MGT540: Social Justice and Business Ethics 3 Credit(s)
MGT558: Management of Cyber Opportunities and Threats 3 Credit(s)
MGT561: Financial Management 3 Credit(s)
MGT562: Managerial Accounting 3 Credit(s)
MGT567: Creative Problem-Solving 3 Credit(s)
MGT575: Strategic Management and Business Policy 3 Credit(s)
Note:

(Capstone course MGT 575 to be taken as one of last two courses)

Elective courses (6 credits)

Students must also complete two elective courses (6 credits) by combining selections from any of Salve Regina University's graduate course offerings in business studies (MGT), administration of justice and homeland security (ADJ), international relations (INR), holistic studies (HLC or HLL), health care administration and management (HCA), applied behavior analysis (PSY), humanities (HUM), or rehabilitation studies (RHB). Prerequisites as indicated in the course descriptions are required unless specifically waived by the appropriate program director. Not all elective courses are available online.

Examples of management electives follow:

MGT509: Human Resources Management 3 Credit(s)

MGT525: Social Entrepreneurship and Social Enterprise 3 Credit(s)

MGT550: Non-profit Management 3 Credit(s)

MGT551: Fundraising and Marketing for Non-profits 3 Credit(s)

MGT552: Non-profit Financial Management 3 Credit(s)

MGT554: Business Foresight and Futuring 3 Credit(s)

MGT555: Organizational Transformation and Change 3 Credit(s)

MGT581: Special Topics 3 Credit(s)

MGT598: Internship 3 Credit(s)

Master of Business Administration, Concentration in Cyber Security Issues in Business

The concentration in Cyber Security Issues in Business addresses the cyber threats that face many organizations. Awareness of threats and managing risks work to decrease vulnerabilities and exposure that left unchecked, may damage an organization's brand, credibility, and value.

Students must complete the following courses:

MGT558: Management of Cyber Opportunities and Threats

ADJ565: Analytics Methodology

ADJ531: Cyberthreat Management

Master of Business Administration, Concentration in Entrepreneurial Enterprise

Students in the Entrepreneurial Enterprise concentration complete courses designed to develop creative thinking, opportunity analysis and support, business plan development, and strategic planning.

MGT567: Creative Problem-Solving

MGT554: Business Foresight and Futuring

MGT524: Entrepreneurial Enterprise

Master of Business Administration, Concentration in Health Care Administration and Management

Students who concentrate in Health Care Administration and Management complete health care-specific courses in marketing, law, ethics, health policy, and finance.

HCA505: Health Care Marketing (substitute for MGT530 in core)

HCA533: Health Law (substitute for MGT503 in core)

HCA519: Health Care Finance (substitute for MGT561 in core)

HCA525: Ethics for Health Professionals (substitute for MGT540 in core)

HCA501: Introduction to Health Care

HCA528: Health Policy

Master of Business Administration, Concentration in Non-Profit Management

The concentration is Non-Profit Management focuses on the administrative positions in non-profits such as health care, education, voluntary health and social welfare organizations (e.g., United Way, Red Cross, March of Dimes) and private not-for-profits (e.g., fraternal, professional, performing arts, environmental and cemetery organizations, labor unions, museums, historic sites and libraries.)

Students must complete three of the following courses:

MGT509: Human Resources Management or HCA509: Human Resources Management

MGT550: Non-profit Management

MGT551: Fundraising and Marketing for Non-profits

MGT552: Non-profit Financial Management

Master of Business Administration, Concentration in Social Ventures

Social Ventures are business units focused on providing social benefit and solutions to social problems. For-profit or not-for-profit, the focus is on providing positive impact on social issues in a sustainable manner.

Students must complete the following:

MGT530: Building Value Through Marketing OR MGT551: Fundraising and Marketing for Non-profits

MGT525: Social Entrepreneurship and Social Enterprise

MGT554: Business Foresight and Futuring

Innovation and Strategic Management (M.S.)

Our program is designed to enhance students' creative, entrepreneurial and socially responsible problem solving skills. Students from all majors will benefit from challenging theoretical case studies and creative analysis for today's fast-paced and global business environment. The capstone project incorporates research, innovative decision-making, marketing and strategic management of human resources for a socially responsible, cost/benefit analysis of real organizations. An undergraduate business degree is not required.

To earn the master's degree in innovation and strategic management, students take a minimum of 12 courses (36 credits).

Program Requirements

Following completion of an approved program of 12 courses (36 credits) and all degree requirements, the Master of Science in Innovation and Strategic Management degree is conferred.

Curriculum

Students must successfully complete 12 courses totaling 36 credits to earn the M.S. degree.

Required Courses:

MGT527: Leading Innovation 3 Credit(s)

MGT503: Business Law 3 Credit(s)

MGT509: Human Resources Management 3 Credit(s)

MGT530: Building Value Through Marketing 3 Credit(s)

MGT540: Social Justice and Business Ethics 3 Credit(s)

MGT554: Business Foresight and Futuring 3 Credit(s)

MGT555: Organizational Transformation and Change 3 Credit(s)

MGT567: Creative Problem-Solving 3 Credit(s)

MGT569: Managerial Decision-Making 3 Credit(s)

MGT589: Innovation and Strategic Management (required program capstone) 3 Credit(s)

Note:

(Capstone course to be taken as one of last two courses)

Elective courses (6 credits)

Students must also complete two elective courses (6 credits) by combining selections from any of Salve Regina University's graduate course offerings in business administration and management (MGT), administration of justice and homeland security (ADJ), international relations (INR), holistic studies (HLC or HLL), health care administration and management (HCA) or rehabilitation studies (RHB). Prerequisites as indicated in the course descriptions are required unless specifically waived by the program director. Not all elective courses are available online. Examples of management electives follow:

MGT510: Managing Business Operations 3 Credit(s)

MGT524: Entrepreneurial Enterprise 3 Credit(s)

MGT525: Social Entrepreneurship and Social Enterprise 3 Credit(s)

MGT530: Building Value Through Marketing 3 Credit(s)

MGT550: Non-profit Management 3 Credit(s)

MGT551: Fundraising and Marketing for Non-profits 3 Credit(s)

MGT552: Non-profit Financial Management 3 Credit(s)

MGT554: Business Foresight and Futuring 3 Credit(s)

MGT555: Organizational Transformation and Change 3 Credit(s)

MGT561: Financial Management 3 Credit(s)

MGT562: Managerial Accounting 3 Credit(s)

MGT567: Creative Problem-Solving 3 Credit(s)

MGT569: Managerial Decision-Making 3 Credit(s)

MGT581: Special Topics 3 Credit(s)

MGT598: Internship 3 Credit(s)

Certificate of Graduate Studies

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 program director. Students select four courses (12 credits) from the options listed for each concentration.*

Business Studies, Individualized Concentration Certificate of Graduate Studies

(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.

Human Resources Certificate of Graduate Studies

Certificate Requirements

(Four courses/12 credits)

MGT509: Human Resources Management 3 Credit(s)
MGT540: Social Justice and Business Ethics 3 Credit(s)
MGT503: Business Law 3 Credit(s)
One of the following
MGT555: Organizational Transformation and Change 3 Credit(s)
MGT567: Creative Problem-Solving 3 Credit(s)

Leadership and Change Management Certificate of Graduate Studies

Certificate Requirements

(Four courses/12 credits)

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

HLL519: Introduction to Holistic Leadership Perspectives 3 Credit(s)

HLL520: Leading Holistically: Cross-Cultural Competence 3 Credit(s)

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

HLC516: Group Process 3 Credit(s)

HLC505: Interpersonal Helping Skills 3 Credit(s)

HLL520: Leading Holistically: Cross-Cultural Competence 3 Credit(s)

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

MGT567: Creative Problem-Solving 3 Credit(s)

MGT527: Leading Innovation 3 Credit(s)

MGT555: Organizational Transformation and Change 3 Credit(s)

Note:

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

Management Certificate of Graduate Studies

Certificate Requirements

(Four courses/12 credits)

MGT502: Managing in a Global Economy 3 Credit(s)

MGT540: Social Justice and Business Ethics 3 Credit(s)

In addition students must take two 500 level MGT courses.

Non-Profit Management Certificate

In RI alone, there are over 2,000 non-profit organizations including hospitals, schools, historic foundations, religious, environmental and social services. There is a growing need for management and administration in this area. People interested in management/administrative positions in Non-profits such as health care, educational, voluntary health and welfare organizations (United Way, Red Cross, March of Dimes for example), private not-for-profit, such as fraternal, professional, performing arts, environmental and cemetery organizations, labor unions, museums, historic sites and libraries as well as updates for Non-profit professionals, even those with master's degree will broaden their perspectives to influence change.

Non-Profit Management 12 credits, four courses

MGT509: Human Resources Management 3 Credit(s)

MGT550: Non-profit Management 3 Credit(s)

MGT551: Fundraising and Marketing for Non-profits 3 Credit(s)

MGT552: Non-profit Financial Management 3 Credit(s)

Education

Program Director: Elizabeth McAuliffe, Ed.D., RSM

The Certificate of Graduate Studies in Catholic School Leadership will allow students to assume leadership roles in a Catholic school. The curriculum will be based on the *National Standards and Benchmarks for Effective Catholic elementary and Secondary Schools.*

The Certificate in Catholic School Leadership is designed for education professionals who aspire to positions of leadership and senior administration in Catholic schools, or who are already in Catholic school leadership and administration and desire to strengthen their understanding of the Catholic school mission and operations for more effective leadership.

Students completing the Certificate of Graduate Studies in Catholic School Leadership may continue on to the M.S. Innovation and Strategic Management degree program and apply all four courses toward the master's degree.

Certificate Requirements

- EDU501: Catholic School Mission and Religious Identity 3 Credit(s)
- EDU503: Academic Excellence 3 Credit(s)
- EDU506: Governance and Leadership in Catholic Schools 3 Credit(s)
- EDU509: Catholic School Operational Vitality 3 Credit(s)

Health Care Administration

Master of Science in Health Care Administration and Management

Classes are offered in Newport, our Center for Adult Education in Warwick and online.

Director: Mark Hough, M.B.A.
                       401-341-3123

Accredited by the International Assembly of Collegiate Business Education (IACBE).

About the Program

This fully accredited graduate program in health care administration and management prepares professionals, with either a clinical or business background, for the challenges of managing in the rapidly changing field of health care. 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 health care professionals who blend theoretical foundations with personal experiences from their areas of health care management expertise. The program's structure develops the essential health care 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.

The Master of Science and Certificate of Graduate Studies in health care administration and management may be earned by taking courses on the Newport campus, at our Warwick site and online.

Joint Bachelor's/Master's Program Leading to the Master of Science in Health Care Administration and Management

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 February 15 of the junior year.

Undergraduate students considered for the five-year program are conditionally accepted into the master's program and may take four graduate courses (12 credits) during their senior year. Of these 12 credits, six are applied to the undergraduate degree. Final program acceptance is contingent upon successful completion of the undergraduate degree and four graduate courses in the senior year. The total number of credits required to complete the five-year program is 150, 24 of which are graduate credits taken in the fifth year. Accepted students in the joint bachelor's/master's program are urged to complete MGT491 in a health care facility during their senior year.

Health Care Administration and Management (M.S.)

Twelve courses (36 credits) must be completed successfully to qualify for the Master of Science degree in health care administration and management.

A three-credit internship of 120 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, 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 additional elective course may be substituted for the internship if the graduate program director determines the student already possesses sufficient administrative experience.

Core Curriculum

(11 courses/33 credits, all courses are 3 credits each)

HCA500: Research Methods 3 Credit(s)
HCA501: Introduction to Health Care 3 Credit(s)
HCA505: Health Care Marketing 3 Credit(s)
HCA509: Human Resources Management 3 Credit(s)
HCA519: Health Care Finance 3 Credit(s)
HCA525: Ethics for Health Professionals 3 Credit(s)
HCA528: Health Policy 3 Credit(s)
HCA533: Health Law 3 Credit(s)
HCA543: Public Health Administration 3 Credit(s)
HCA547: Application of Health Care Management Theory 3 Credit(s)
HCA570: Internship and Seminar in Health Care Administration and Management 3 Credit(s)
Possible Electives

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

HLC516: Group Process 3 Credit(s)

HLC505: Interpersonal Helping Skills 3 Credit(s)

HCA540: Health Care and the Older Citizen 3 Credit(s)

HCA581: Special Topics in Health Care Administration and Management 3 Credit(s)

HCA591: Independent Study 3 Credit(s)

MGT555: Organizational Transformation and Change 3 Credit(s)

MGT567: Creative Problem-Solving 3 Credit(s)

Health Care Administration and Management Certificate of Graduate Studies

The Certificate of Graduate Studies in health care administration and management is designed to meet the educational and career needs of individuals who are currently working in health care 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 Health Care Administration and Management core curriculum with the approval of the graduate program director after discussion with the student.

Holistic Counseling

Holistic Graduate Programs

Classes are offered at our Newport campus.

Holistic Graduate Programs Chair/Director:	Nancy Gordon, Ed.D. (401) 341-3290
Expressive Arts Program Coordinator:	Christopher Carbone, M.A., RDT (401) 341-3122
Holistic Counseling Internship Coordinator:	Amanda Minor, Ph.D., LPC, NCC (401) 341-3278
Program Coordinator and Student Advisor:	Julie Williams Davis, MA, CAGS (401) 341-4781

As licensing requirements change, program requirements may be updated.

About the Programs

The holistic graduate programs in counseling and leadership are designed to prepare professional clinical mental health counselors and leadership specialists with a holistic approach to their work. Consonant with the mission and vision 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 Several options are housed within holistic graduate programs: Master of Arts and CAGS in Holistic Clinical Mental Health Counseling, Master of Arts in Holistic Leadership, and The Expressive and Creative Arts Certificates, and certificates in Holistic Studies, Holistic Leadership and Substance Abuse. Programs. Each provides 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 clinical mental health counselors- in- training and holistic leadership specialists- in- training are presented with the idea that personal and system wholeness depends upon connectedness with the human community and with the natural world that supports it. In recognition of our interconnectedness, courses address approaches through the body, the cognitive emotional and the spirit. Emphasis is on helping to support wellness, self-realization and system wholeness.

This program is designed for future clinical mental health counselors and leaders to function as agents of support for individuals, groups, and whole systems in times of change. 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 vision and 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.

Holistic Graduate Programs give students the opportunity to develop a strong sense of professional identity and gain skills and expertise in the profession. Courses present the knowledge and skills required to understand, perform, and apply research. Faculty and staff provide tools that aid in certification, licensure and job placement. In alignment with our philosophy and the Salve Regina mission and vision, all courses provide a strong base for understanding and respecting the diverse views and cultures within professional environments and the client populations we serve.

Joint Bachelor's/Master's Degree Program

Salve Regina University offers an accelerated program of study that leads to both a bachelor's and a master's degree at an accelerated pace. 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 February 15 of their junior year.

The holistic clinical mental health counseling and holistic leadership programs offer an early entry option to the graduate program. 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. The M.A. in Holistic Leadership follows the traditional five year program requirements.

Part of the admissions requirements of the program is a formal 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 must meet with the members of the holistic graduate programs faculty who will mentor them and help to plan their course sequence. 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 (12 credits) during their senior year. Of the four courses, six credits are applied to the undergraduate degree. Final program acceptance is contingent upon successful completion of the undergraduate degree, four graduate courses in which a B or better is earned in the senior year, and demonstrated ability to succeed at the graduate level in a professional training program. The total number of credits required to complete the six-year program for the MA in Holistic Clinical Mental Health Counseling is governed by university undergraduate credit, Holistic Counseling Program and RI licensure requirements. The five-year program in Holistic Leadership is governed by university undergraduate standards and Holistic Leadership requirements for the five-year program.

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 three-day continuing education and/or professional development program is offered periodically 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 the course syllabus.

The Expressive Arts Institute

The Expressive Arts Institute foundation course is an offering of the part of the Expressive & Creative Arts program, as part of the Holistic Graduate Programs, and the Office of Graduate Studies and Continuing Education at Salve Regina University. This three-weekend non-credit professional development course 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, healing, and the evolution of consciousness when working with groups or individuals.

This introductory course 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 course, along with associated home-practice assignments, students will receive a letter of attendance demonstrating that they have participated in this foundation training in the use of expressive arts facilitation. Continuing education units are available for those students who wish to receive them.

Note: Enrolling in the Expressive Arts Institute also serves as an introduction to the 15-credit CGS or CAGS in the professional applications of the expressive and creative arts, offered at Salve Regina as part of the holistic graduate programs. The Expressive Arts Institute is one pathway to cover the prerequisite foundational content, before enrolling in the full Certificate of Graduate / Advanced Graduate Studies training program.

Acceptance into the Expressive Arts Institute 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; a letter of recommendation; 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 receive the letter of attendance 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: http://www.salve.edu/academic/graduate-studies/holistic-studies/expressive-arts-institute or call (401) 341-3122.

Holistic Counseling (M.A.)

Students in the 48 credit holistic clinical mental health 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 (ACA) and other related professional certification bodies as applicable. Inconsistencies with these standards, as determined by program director and 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. Many courses in the holistic clinical mental health counseling program require the completion of prerequisites. Academic advising is required and provided for all students to ensure that courses are taken in the correct sequence. The counseling program is designed to fulfill the required elements related to the eight (8) core areas of CACREP accreditation, however the program is not currently CACREP accredited.

Program Requirements

Core (Required Courses)

HLC504: Foundations of Counseling and Leadership Theory from a Holistic Perspective 3 Credit(s)
HLC505: Interpersonal Helping Skills 3 Credit(s)
HLC507: The Body/Mind Connection 3 Credit(s)
HLC508: Human Growth and Development 3 Credit(s)
HLC509: Theories of Counseling 3 Credit(s)
HLC512: Evaluation Research 3 Credit(s)
HLC513: Couple and Family Counseling 3 Credit(s)
HLC515: Assessment and Treatment Planning 3 Credit(s)
HLC516: Group Process 3 Credit(s)
HLC530: Practicum in Counseling I 3 Credit(s)
HLC531: Practicum in Counseling II 3 Credit(s)
HLC540: Psychological Health and Search for Meaning 3 Credit(s)
HLC570: Internship and Seminar I 3 Credit(s)

HLC571: Internship and Seminar II 3 Credit(s)
Electives (6 credits)

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

HLL519: Introduction to Holistic Leadership Perspectives 3 Credit(s)
HLL520: Leading Holistically: Cross-Cultural Competence 3 Credit(s)
HLL522: Creative Intervention Skills: Part I 3 Credit(s)
HLL523: Creative Intervention Skills: Part II 3 Credit(s)
HLL527: Leading System Change and Transformation 3 Credit(s)
HLC525: Clinical Language Skills 1 Credit(s)
HLC535: Introduction to Expressive Sound 1 Credit(s)
HLC575: Healing & Transformation 2 Credit(s)
HLC578: Body and Personal Myth: A Jungian Perspective 3 Credit(s)
HLC579: Grief Counseling 2 Credit(s)
HLC582: Introduction to the Expressive and Creative Arts as Transformation 3 Credit(s)
HLC584: Movement, Creativity and Consciousness: An Introduction 2 Credit(s)
HLC587: Gender in Counseling 3 Credit(s)
HLC588: Working with Young People 3 Credit(s)
HLC592: The Arts, Nature and Eco-Consciousness 1 Credit(s)
Additional Information

See description of all courses offered in the program. Required courses are offered at least once per academic year. Most electives are offered annually, some periodically, at the programs' discretion.

Holistic Counseling (MA) and (CAGS)

The 60-credit combined Master's in Holistic Clinical Mental Health Counseling and CAGS in Clinical Mental Health Concentration offers the additional coursework needed to prepare to sit for the licensure exam as a Licensed Mental Health Counselor (LMHC) in the state of Rhode Island.

Upon graduation, the Rhode Island Board of Mental Health Counselors and Marriage and Family Therapists require 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 from a board-approved supervisor prior to taking the LMHC Examination.

Required Courses

HLC500: Research Methods 3 Credit(s)
HLC504: Foundations of Counseling and Leadership Theory from a Holistic Perspective 3 Credit(s)
HLC505: Interpersonal Helping Skills 3 Credit(s)
HLC507: The Body/Mind Connection 3 Credit(s)
HLC508: Human Growth and Development 3 Credit(s)
HLC509: Theories of Counseling 3 Credit(s)
HLC513: Couple and Family Counseling 3 Credit(s)
HLC515: Assessment and Treatment Planning 3 Credit(s)
HLC516: Group Process 3 Credit(s)
HLC530: Practicum in Counseling I 3 Credit(s)
HLC531: Practicum in Counseling II 3 Credit(s)
HLC540: Psychological Health and Search for Meaning 3 Credit(s)
HLC570: Internship and Seminar I 3 Credit(s)
HLC571: Internship and Seminar II 3 Credit(s)
HLC600: Career Counseling 3 Credit(s)
HLC601: Cultural Awareness in Counseling 3 Credit(s)
HLC608: Advanced Internship I 3 Credit(s)
HLC609: Advanced Internship II 3 Credit(s)
Electives: Students also choose six credits from the following:

HLL519: Introduction to Holistic Leadership Perspectives 3 Credit(s)

HLL520: Leading Holistically: Cross-Cultural Competence 3 Credit(s)
HLL522: Creative Intervention Skills: Part I 3 Credit(s)
HLL523: Creative Intervention Skills: Part II 3 Credit(s)
HLL527: Leading System Change and Transformation 3 Credit(s)
HLC525: Clinical Language Skills 1 Credit(s)
HLC535: Introduction to Expressive Sound 1 Credit(s)
HLC575: Healing & Transformation 2 Credit(s)
HLC578: Body and Personal Myth: A Jungian Perspective 3 Credit(s)
HLC579: Grief Counseling 2 Credit(s)
HLC582: Introduction to the Expressive and Creative Arts as Transformation 3 Credit(s)
HLC584: Movement, Creativity and Consciousness: An Introduction 2 Credit(s)
HLC587: Gender in Counseling 3 Credit(s)
HLC588: Working with Young People 3 Credit(s)
HLC592: The Arts, Nature and Eco-Consciousness 1 Credit(s)

See description of all courses offered in the program. Required courses are offered at least once per academic year. Most electives are offered annually, some periodically, at the programs' discretion.

Licensed Mental Health Counselor requirements in the State of Rhode Island

The following areas covered within the Master's in Holistic Mental Health Counseling and CAGS in Clinical Mental Health: Concentration in Holistic Counseling align with the licensing requirements in the state of Rhode Island:

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, video recording and feedback. These skills are then applied in the internship setting, with supervision. Emphasis is placed on ethical practice and cultural competency.

HLC530: Practicum in Counseling I

HLC531: Practicum in Counseling II

HLC570: Internship and Seminar I

HLC571: Internship and Seminar II

Internship Requirements (6 credits)

Internship is the culmination of the counselor training program. An internship focused in clinical mental health is combined with a weekly seminar of two hours per week of supervision by a University instructor in addition to the one hour per week of clinical site supervision. Internship requirements for the state of RI require a minimum of one calendar year of supervised internship consisting of 20 hours per week, or its equivalent, with an emphasis on clinical mental health counseling and supervised by the University department.

HLC608: Advanced Internship I   (3 credits)

HLC609: Advanced Internship II   (3 credits)

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

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. These courses provide an overview of counseling and consultation theories including both individual and systems perspective. The notion of ethical practice is embedded in all the courses.

HLC505: Interpersonal Helping Skills

HLC507: The Body/Mind Connection

HLC509: Theories of Counseling

HLC513: Couple and Family Counseling

HLC540: Psychological Health and Search for Meaning

The seminar components of Practicum I and II and Internship 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 area considers the broad concept of human growth and development as a universal theme across the lifespan. Theories of individual development are studied in relationship to making therapeutic interventions.

HLC508: Human Growth and Development

Area III: Social and Cultural Foundations (3 credits)

This area is concerned with the intersection of culture with thoughts, attitudes and behaviors. We examine the impact this intersection has on one's ability to work with individuals and systems. Dimensions such as gender, race and ethnicity, socioeconomic status, sexual orientation, ability and age are explored. Ethical issues are also addressed.

HLC601: Cultural Awareness in Counseling

Area IV: Groups (3 credits)

This area is concerned with the principles of group dynamics including 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 to examine, evaluate and relfect on their practice. Ethical issues are explored.

HLC516: 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 of varied backgrounds. Ethical issues are discussed.

HLC600: Career Counseling

Area VI: Appraisal (3 credits)

This area explores the assessment process, how to interview and use diagnostic and assessment tools. It compares standard assessment techniques and process-oriented interviewing. It is designed to provide an introduction to the principles, concepts, methods, and applications of assessing human experience for counseling purposes. Cultural, social and ethical factors are explored.

HLC515: Assessment and Treatment Planning

Area VII: Research and Program Evaluation (3 credits)

A clinical mental health counseling degree with a holistic concentration requires review of studies across many disciplines, and an ability to read research intelligently and to examine it critically. This area is concerned with providing an overview of different types of research methods, qualitative and quantitative design, needs assessment and program evaluation. Ethical issues are explored. One of the following two courses is required:

HLC512: Evaluation Research

HLC500: Research Methods

Area VIII: Professional Orientation (3 credits)

This area is concerned with developing an understanding of the history of the helping professions, and the professional roles and functions and ethics and orientation related to this field of work. There is a focus on the emergence of a holistic perspective and its application to the field.

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

Area IX: Electives (6 credits)

Required courses comprise 54 of the 60 credits required for the licensure. Courses that meet program requirements may be found under the elective credit offerings on page 61. Additional courses that meet program and licensure requirements may be selected in consultation with the Program Director.

Holistic Leadership (M.A.)

Holistic Leadership is a cutting edge professional studies program applicable to professionals in all disciplines. In all fields of work and study, we need different ways to view leadership that move away from proscribed and static approaches, and that create effective functioning at all levels: self, society, organizations, community, nations and the planet. Leadership is multifaceted and complex in both theory and practice. The Master of Arts in Holistic Leadership is an integrative field of study where students learn theory and practice to gain skills that assist in leading individuals, groups, and large organized systems in complex and turbulent times. The program emphasizes and stresses that leading today is a shared and collaborative responsibility. The Program combines holistic approaches, personal mastery, interpersonal communication skills, organizational learning, and systems thinking, so that students may learn to lead anywhere within a group, organized system and/or community. 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 nonwestern leadership principles and models as well as to the art of leading profound change and transformation. The Holistic Leadership Program differs from many traditional graduate leadership programs in its emphasis upon the body/mind/spirit or the whole person and/or whole system approach to leading.

The leadership program offers a 36-credit master's degree in holistic leadership. Graduates of the Salve Regina holistic counseling program and/or other university graduate programs may earn an additional 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.

Program Requirements

Transcendent leadership models and approaches are needed to help guide us through the current complex and turbulent times. Emergent leaders with differing skill sets are essential everywhere and at all levels of human endeavor. Holistic Leadership at Salve Regina University is a cutting edge field of study applicable to professionals within most disciplines. In all fields of work, service and study, we need different ways to view leadership that move away from proscribed and static

paradigms or ideas and that can create effective functioning at all levels: self, society, organizations, community, nations and the planet. Leadership is multifaceted and complex in both theory and practice. It may be both a calling and also a disciplined scholarly field of study.

The Master of Arts in Holistic Leadership is an integrative professional studies program where students learn through both theory and practice to gain skills that assist in leading individuals, groups and organized systems. The program emphasizes and stresses that leading today is a shared and collaborative responsibility. The Program combines holistic approaches to personal mastery, interpersonal communication skills, service leadership practice, and systems thinking so that students may learn to lead anywhere within a family, group, organized system and/or community. Students also learn to see complex human behavior through multiple lenses and to apply critical thinking, inquiring, and reflective analysis to leadership. Students are introduced to both western and nonwestern leadership principles and models, to conflict reconciliation tools and to the art of leading profound change and transformation. The Holistic Leadership Program differs from many traditional graduate leadership programs in its emphasis upon the body/mind/spirit or the whole person and/or whole system approach to leading.

Curriculum

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

Core Curriculum (10 courses/30 credits):

HLC504: Foundations of Counseling and Leadership Theory from a Holistic Perspective 3 Credit(s)
HLC505: Interpersonal Helping Skills 3 Credit(s)
HLC507: The Body/Mind Connection 3 Credit(s)
HLL519: Introduction to Holistic Leadership Perspectives 3 Credit(s)
HLL520: Leading Holistically: Cross-Cultural Competence 3 Credit(s)
HLL522: Creative Intervention Skills: Part I 3 Credit(s)
HLL523: Creative Intervention Skills: Part II 3 Credit(s)
HLL527: Leading System Change and Transformation 3 Credit(s)
HLC540: Psychological Health and Search for Meaning 3 Credit(s)
Students must choose one of the following four courses as part of the required curriculum:
HLC508: Human Growth and Development 3 Credit(s)
HLC513: Couple and Family Counseling 3 Credit(s)
HLC516: Group Process 3 Credit(s)
HLC512: Evaluation Research 3 Credit(s)
Note:

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: Human Growth and Development 3 Credit(s)
HLC512: Evaluation Research 3 Credit(s)
　　　　HLC500: Research Methods may be taken in place of HLC512
HLC513: Couple and Family Counseling 3 Credit(s)
HLC516: Group Process 3 Credit(s)
HLC535: Introduction to Expressive Sound 1 Credit(s)
HLC575: Healing & Transformation 2 Credit(s)
HLC578: Body and Personal Myth: A Jungian Perspective 3 Credit(s)
HLC579: Grief Counseling 2 Credit(s)
HLC581: Special Topics 1, 2 or 3 Credit(s)
HLC582: Introduction to the Expressive and Creative Arts as Transformation 3 Credit(s)
HLC584: Movement, Creativity and Consciousness: An Introduction 2 Credit(s)
HLC592: The Arts, Nature and Eco-Consciousness 1 Credit(s)
HLC600: Career Counseling 3 Credit(s)
HLC601: Cultural Awareness in Counseling 3 Credit(s)
Additional Information

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 and homeland security (ADJ); business studies (MGT); health care administration and management (HCA); holistic counseling (HLC); humanities (HUM); international relations (INR); or rehabilitation counseling (RHB) with permission of the program director. Prerequisites as indicated in the course descriptions are required unless specifically waived by the director. 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.

Holistic Leadership, Individualized Concentration (M.A.)

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 and homeland security (ADJ); business studies (MGT); health care administration and management (HCA); holistic counseling (HLC); humanities (HUM); international relations (INR); or rehabilitation counseling (RHB). Unique programs of concentration require the permission of the graduate program director.

Program Requirements

Transcendent leadership models and approaches are needed to help guide us through the current complex and turbulent times. Emergent leaders with differing skill sets are essential everywhere and at all levels of human endeavor. Holistic Leadership at Salve Regina University is a cutting edge field of study applicable to professionals within most disciplines. In all fields of work, service and study, we need different ways to view leadership that move away from proscribed and static paradigms or ideas and that can create effective functioning at all levels: self, society, organizations, community, nations and the planet. Leadership is multifaceted and complex in both theory and practice. It may be both a calling and also a disciplined scholarly field of study.

The Master of Arts in Holistic Leadership is an integrative professional studies program where students learn through both theory and practice to gain skills that assist in leading individuals, groups and organized systems. The program emphasizes and stresses that leading today is a shared and collaborative responsibility. The Program combines holistic approaches to personal mastery, interpersonal communication skills, service leadership practice, and systems thinking so that students may learn to lead anywhere within a family, group, organized system and/or community. Students also learn to see complex human behavior through multiple lenses and to apply critical thinking, inquiring, and reflective analysis to leadership. Students are introduced to both western and nonwestern leadership principles and models, to conflict reconciliation tools and to the art of leading profound change and transformation. The Holistic Leadership Program differs from many traditional graduate leadership programs in its emphasis upon the body/mind/spirit or the whole person and/or whole system approach to leading.

Curriculum

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

Core Curriculum (10 courses/30 credits):

HLC504: Foundations of Counseling and Leadership Theory from a Holistic Perspective 3 Credit(s)
HLC505: Interpersonal Helping Skills 3 Credit(s)
HLC507: The Body/Mind Connection 3 Credit(s)
HLL519: Introduction to Holistic Leadership Perspectives 3 Credit(s)
HLL520: Leading Holistically: Cross-Cultural Competence 3 Credit(s)
HLL522: Creative Intervention Skills: Part I 3 Credit(s)
HLL523: Creative Intervention Skills: Part II 3 Credit(s)
HLL527: Leading System Change and Transformation 3 Credit(s)
HLC540: Psychological Health and Search for Meaning 3 Credit(s)
Students must choose one of the following four courses as part of the required curriculum:
HLC508: Human Growth and Development 3 Credit(s)
HLC513: Couple and Family Counseling 3 Credit(s)
HLC516: Group Process 3 Credit(s)

HLC512: Evaluation Research 3 Credit(s)
Note:

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: Human Growth and Development 3 Credit(s)
HLC512: Evaluation Research 3 Credit(s)
        HLC500: Research Methods may be taken in place of HLC512
HLC513: Couple and Family Counseling 3 Credit(s)
HLC516: Group Process 3 Credit(s)
HLC535: Introduction to Expressive Sound 1 Credit(s)
HLC575: Healing & Transformation 2 Credit(s)
HLC578: Body and Personal Myth: A Jungian Perspective 3 Credit(s)
HLC579: Grief Counseling 2 Credit(s)
HLC581: Special Topics 1, 2 or 3 Credit(s)
HLC582: Introduction to the Expressive and Creative Arts as Transformation 3 Credit(s)
HLC584: Movement, Creativity and Consciousness: An Introduction 2 Credit(s)
HLC592: The Arts, Nature and Eco-Consciousness 1 Credit(s)
HLC600: Career Counseling 3 Credit(s)
HLC601: Cultural Awareness in Counseling 3 Credit(s)
Additional Information

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 and homeland security (ADJ); business studies (MGT); health care administration and management (HCA); holistic counseling (HLC); humanities (HUM); international relations (INR); or rehabilitation counseling (RHB) with permission of the program director. Prerequisites as indicated in the course descriptions are required unless specifically waived by the director. 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.

Holistic Leadership and Change Management Certificate of Graduate Studies

Certificate Requirements

(Four courses/12 credits)

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

HLL519: Introduction to Holistic Leadership Perspectives 3 Credit(s)

HLL520: Leading Holistically: Cross-Cultural Competence 3 Credit(s)

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

HLC516: Group Process 3 Credit(s)

HLC505: Interpersonal Helping Skills 3 Credit(s)

HLL520: Leading Holistically: Cross-Cultural Competence 3 Credit(s)

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

MGT567: Creative Problem-Solving 3 Credit(s)

MGT527: Leading Innovation 3 Credit(s)

MGT555: Organizational Transformation and Change 3 Credit(s)

Note:

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

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

Prerequisite Courses

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

HLC504: Foundations of Counseling and Leadership Theory from a Holistic Perspective 3 Credit(s)

HLL519: Introduction to Holistic Leadership Perspectives 3 Credit(s) *May be taken concomitantly or after HLL520.*

Note:

Upon review of an applicant's personal goals, prior experience, and current learning needs, accepted students may petition to substitute HLC504 with a HLL 581 specific special topics course (when offered):

Specific Special Topic course will need to have permission granted by program director.

Curriculum (four courses/12 credits)

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

HLL520: Leading Holistically: Cross-Cultural Competence 3 Credit(s)

HLL522: Creative Intervention Skills: Part I 3 Credit(s)

HLL523: Creative Intervention Skills: Part II 3 Credit(s)

HLL527: Leading System Change and Transformation 3 Credit(s)

Note:

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

Holistic Studies Certificate of Graduate Studies

The Certificate of Graduate Studies in Holistic Studies allows a student to sample courses from the Holistic Graduate program areas housed within holistic graduate programs: holistic counseling, holistic leadership, substance abuse 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

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, Substance Abuse, 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.

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

HLC504: Foundations of Counseling and Leadership Theory from a Holistic Perspective 3 Credit(s)

Electives (three course/9 credits)

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.

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

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 foundation courses: HLC535: Introduction to Expressive Sound; HLC582: Introduction to the Expressive and Creative Arts as Transformation; and HLC584: Movement, Creativity and Consciousness: An Introduction or by completing the three-weekend non-credit foundation course 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 foundation 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 foundation course in lieu of the three prerequisite courses must

have a satisfactory recommendation from each of the expressive arts faculty. 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 Credit(s)

HLC610: Expressive Theater Arts and Movement: a Multi-Modal Approach to Creativity and Transformation 3 Credit(s)

HLC611: Group Applications of the Expressive and Creative Arts 3 Credit(s)

HLC613: Expressive Writing - for Personal Growth and Transformation 3 Credit(s)

HLC615: Utilizing Expressive Sound/Music and Theater Arts - for Creativity and Healing 3 Credit(s)

Substance Abuse Foundations in Holistic Studies Certificate of Graduate Studies

Curriculum

HLC504: Foundations of Counseling and Leadership Theory from a Holistic Perspective 3 Credit(s)

HLC505: Interpersonal Helping Skills 3 Credit(s)

HLC523: Substance Abuse and Treatment 3 Credit(s)

HLC524: Identification of Special Population Needs within the Context of Substance Abuse 3 Credit(s)

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

Program Requirements

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

Prerequisite Courses

HLL519: Introduction to Holistic Leadership Perspectives 3 Credit(s)

Note:

HLL519 may be taken concurrently or after HLL 520

Curriculum (four courses/12 credits)

HLL520: Leading Holistically: Cross-Cultural Competence 3 Credit(s)

HLL522: Creative Intervention Skills: Part I 3 Credit(s)

HLL523: Creative Intervention Skills: Part II 3 Credit(s)

HLL527: Leading System Change and Transformation 3 Credit(s)

Note:

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

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

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 and 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.

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.

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. Attention is given to this intermodal approach and how the various modes of expression can be used in holistic counseling as well as a variety of other professional applications. 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: HLC535: Introduction to Expressive Sound; HLC582: Introduction to the Expressive and Creative Arts as Transformation and HLC584: Movement, Creativity and Consciousness: An Introduction or by completing the three-weekend foundation course 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 and creative 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 (HLC535; HLC582; HLC584) 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 noncredit foundation course must have a satisfactory recommendation from each of the expressive arts faculty 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 (five courses/15 credits)

HLC604: Self Discovery through the Expressive and Creative Arts 3 Credit(s)

HLC610: Expressive Theater Arts and Movement: a Multi-Modal Approach to Creativity and Transformation 3 Credit(s)

HLC611: Group Applications of the Expressive and Creative Arts 3 Credit(s)

HLC613: Expressive Writing - for Personal Growth and Transformation 3 Credit(s)

HLC615: Utilizing Expressive Sound/Music and Theater Arts - for Creativity and Healing 3 Credit(s)

Substance Abuse and Treatment Certificate of Advanced Graduate Studies

Prerequisites: MA in Mental Health Counseling, Marriage and Family Therapy, equivalent MA in Healthcare or other counseling degree programs from an accredited institution. HLC509: Theories of Counseling, HLC515: Assessment and Treatment Planning, HLC516: Group Process or the equivalent courses from an accredited institution.

Curriculum

HLC620: Theory and Overview of Substance Abuse Treatment 3 Credit(s)

HLC621: Ethics and Confidentiality in Health Care 3 Credit(s)

HLC622: Neuroscience of Chemical Dependency 3 Credit(s)

HLC623: Substance Abuse Treatment 3 Credit(s)

Note

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

Humanities

Classes are offered at our Newport campus.

Director: Michael Budd, Ph.D.
                 (401) 341-3284

About the Master's Program

The Master of Arts offers the humanities as a dynamic tradition of ethical questions and practical methods. Grounded in the study of history, language and literature, the arts, philosophy, and religion. Graduates expand their knowledge in focused humanities subject areas while developing practical skills. The evolving field of the humanities includes the new ideas and approaches that define the applied public and digital humanities.

Students choose a concentration that is theme- or problem-focused (humanitarian assistance, digital and public humanities, religion, peace and justice). Individuals strengthen the focus of their work by completing an internship, or practicum field experience that culminates in an action oriented written thesis. All graduates develop advanced skills in research and writing, creative synthesis, collaboration, and problem-solving. The Master of Arts may be pursued as a path to the humanities Ph.D. or 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.

Joint Bachelor's/Master's Program Leading to the Master of Arts in Humanities

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 February 15 of the junior year.

Undergraduate students considered for the five-year program are conditionally accepted into the master's program and may take four graduate courses (12 credits) during their senior year. Of these 12 credits, six are applied to the undergraduate degree. Final program acceptance is contingent upon successful completion of the undergraduate degree and four graduate courses in the senior year. The total number of credits required to complete the five-year program is 150, 24 of which are graduate credits taken in the fifth year.

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. 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. 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 their concentration 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 methodologies and 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 Concentration 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, 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. Works in this area include philosophy and technology, environmental sustainability, bio-ethics, medical humanities, technologies of war and violence, human factors and design, and the digital humanities.

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, the sociology and/or the history of ideas and the public humanities.

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. Work in this area includes cyber-security, conflict and climate; privacy and surveillance; civil-military relations; diasporas and immigration; community policing; economic justice; and peace studies and conflict resolution.

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? Work in this area includes religion and comparative belief; holistic studies; culture and values; leadership; educational reform; social policy; health care; mental health; and disability studies.

Humanities (M.A.)

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

Required Core Courses (Six Courses/18 credits)

HUM500: Research Methods 3 Credit(s)
HUM501: Social and Ethical Issues: A Global Perspective 3 Credit(s)
HUM503: Global and Comparative Literature I 3 Credit(s)
HUM504: Global and Comparative Literature II 3 Credit(s)
HUM505: Global Traditions and Area Studies I 3 Credit(s)
HUM506: Global Traditions and Area Studies II 3 Credit(s)
Interdisciplinary Concentrations (six courses/18 credits)

Students select courses from the following list:

HUM510: A History of Technology 3 Credit(s)
INR511: Philosophical Foundations of Politics 3 Credit(s)
INR512: Justice and Order in International Relations 3 Credit(s)
INR516: Identity, Harmony, and Conflict 3 Credit(s)
HLC540: Psychological Health and Search for Meaning 3 Credit(s)
HLC516: Group Process 3 Credit(s)
RHB505: Foundations of Rehabilitation and Mental Health Counseling 3 Credit(s)
HUM545: Research Colloquium 1-3 Credit(s)
HUM581: Special Topics 1-3 Credit(s)
HUM590: M.A. Thesis 6 Credit(s)
HUM591: Independent Study 3 Credit(s)
HUM598: Internship 3-6 Credit(s)
Concentrations

In addition to the 18 core curriculum credits students complete the 12 elective credits listed under their chosen concentration (either Humanitarian Assistance, Public Humanities, or Religion, Peace and Justice) as well as a six-credit thesis, or internship/ practicum field experience for a total of 18 credits.

Six credits chosen from the following in consultation with the faculty advisor

HUM545: Research Colloquium 1-3 Credit(s)

HUM581: Special Topics 1-3 Credit(s)

HUM590: M.A. Thesis 6 Credit(s)

HUM591: Independent Study 3 Credit(s)

HUM598: Internship 3-6 Credit(s)

Humanities, Humanitarian Assistance Concentration (M.A.)

Concentration Requirements
HUM510: A History of Technology 3 Credit(s)
HCA543: Public Health Administration 3 Credit(s)
INR562: International Organizations and Law 3 Credit(s)
INR572: Complex Humanitarian Emergencies: Prevention and Responses 3 Credit(s)
Six credits chosen from the following in consultation with the faculty advisor

HUM545: Research Colloquium 1-3 Credit(s)
HUM581: Special Topics 1-3 Credit(s)
HUM590: M.A. Thesis 6 Credit(s)
HUM591: Independent Study 3 Credit(s)
HUM598: Internship 3-6 Credit(s)
Humanities, Public Humanities Concentration (M.A.)

Concentration Requirements

HLL520: Leading Holistically: Cross-Cultural Competence 3 Credit(s)
MGT502: Managing in a Global Economy 3 Credit(s)
MGT555: Organizational Transformation and Change 3 Credit(s)
HUM620: Social Transformation through Art 3 Credit(s)
Six credits chosen from the following in consultation with the faculty advisor
HUM545: Research Colloquium 1-3 Credit(s)
HUM581: Special Topics 1-3 Credit(s)
HUM590: M.A. Thesis 6 Credit(s)
HUM591: Independent Study 3 Credit(s)
HUM598: Internship 3-6 Credit(s)
Humanities, Religion, Peace and Justice Concentration (M.A.)

Concentration Requirements

INR516: Identity, Harmony, and Conflict 3 Credit(s)
INR571: International Human Rights 3 Credit(s)
HUM610: Religion, Culture and Technology 3 Credit(s)
HUM625: Ethics and Modern Technology 3 Credit(s)
Six credits chosen from the following in consultation with the faculty advisor
HUM545: Research Colloquium 1-3 Credit(s)
HUM581: Special Topics 1-3 Credit(s)
HUM590: M.A. Thesis 6 Credit(s)
HUM591: Independent Study 3 Credit(s)
HUM598: Internship 3-6 Credit(s)

Doctor of Philosophy

Program Requirements

Depending on each student's background, additional preparation in the broader humanities or course work in specific subject fields may be required. HUM510 and HUM600 are prerequisite courses. In addition to the required 31-33 core credits students take 9 credits designated as concentration courses. All students are required to demonstrate a translation proficiency in a language other than English. This may be done by taking a language proficiency exam or demonstrating sufficient preparation to utilize a second language in research. Students who do not pass the first proficiency exam may request another opportunity to attempt the exam. Students are strongly encouraged to demonstrate language proficiency in the first or second year of the program. Students whose first language is not English are exempt from the translation exam requirement but must develop advanced proficiency in English demonstrated through written humanities coursework, as well as acceptable performance in any required English language prerequisites and on TOEFL and/or IELTS tests. Total credits, including required core coursework and doctoral fee credits accrued during the dissertation phase will vary for each student. Payment of the 3 credit doctoral fee each fall and spring until the dissertation is successfully defended accords students full-time status through continuous enrollment in HUM 680. Excluding official leaves of absence, students have 14 semesters in which to present their proposal, conduct research, write and defend the dissertation.

Humanities Curriculum

Doctoral Prerequisite courses (6 credits)

HUM510: A History of Technology 3 Credit(s)

HUM600: Humanities Problems and Perspectives 3 Credit(s)

Doctoral Core/Concentration Course Options (at least 24 credits must be taken at the 600 course level)

HUM500: Research Methods 3 Credit(s)

HUM501: Social and Ethical Issues: A Global Perspective 3 Credit(s)

HUM503: Global and Comparative Literature I 3 Credit(s)

HUM504: Global and Comparative Literature II 3 Credit(s)

HUM505: Global Traditions and Area Studies I 3 Credit(s)

HUM506: Global Traditions and Area Studies II 3 Credit(s)

HUM605: Philosophical Perspectives on the Digital Age 3 Credit(s)

HUM610: Religion, Culture and Technology 3 Credit(s)

HUM617: Political Philosophy and Technology 3 Credit(s)

HUM618: Humanities Theory, Method and the Disciplines 3 Credit(s)

HUM620: Social Transformation through Art 3 Credit(s)

HUM625: Ethics and Modern Technology 3 Credit(s)

HUM630: Modern Literature and the Human Condition 3 Credit(s)

HUM635: Culture, Society and the Global Condition (Capstone Course) 3 Credit(s)

HUM645: Research Colloquium 1-3 Credit(s)

Program Phases

Students progress through three phases:

Proficiency phase ending with the concentration paper and language translation examination

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 in particular humanities subject areas or specific humanities courses such as HUM500); demonstrate competence in translating or sufficient preparation to utilize a second language in research, complete HUM510, HUM600 and 3 other courses satisfying either core or the concentration area (may include interdisciplinary courses from other programs), and complete a set concentration paper exploring a provisional thesis or issue connected to the chosen inquiry area.

The topic of the concentration paper is determined by the student's area of inquiry. The format and scope of the paper is set by a faculty advisor 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 subject-fields examination, which is taken during the qualifying phase. Students finish the proficiency phase by successfully completing the traditional language translation examination or an approved alternative.

Qualifying Phase (Nine courses/27 credits)

Students fulfill the first step in the qualifying phase by taking the subject fields examination. The examination 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 developed from the area of inquiry and concentration paper 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 field examination must include at least two fields/disciplines. The oral exam is administered by the examining faculty at the end of the semester. The format for the exam is determined by the examining faculty and may include written components. The goal is to provide students with a focused framework for study and an opportunity to demonstrate achievement at a high level. Success in the oral examination does not entirely depend upon the student's ability to answer one specific question or group of questions. The examiners will be alert to gauging whether the student's responses demonstrate evidence of serious preparation for the examination. More importantly, however, they will be assessing what the student does know and whether there are significant gaps in knowledge that need to be remedied before the student can proceed to the dissertation phase. The grade report for the exam and examiner feedback will be useful for each student in preparing for the dissertation proposal.

During the qualifying phase students also complete either HUM598 or HUM645 (research colloquium), take HUM618 (Theory, Method and the Disciplines) and final core/concentration courses finishing with HUM635 (the Capstone course), which is taken in the spring semester preceding the comprehensive exam.

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 required core/ elective credits. 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. All doctoral examinations are graded according to the following guide:

High Pass - Superior or Excellent
Pass - Very Good or Good
Low Pass - Acceptable or Sufficient
Not Passing - Unacceptable or Insufficient

Students will pass a set of exams if:

All exam paper grades are Low Pass or better.

One grade is Not Passing and one of the other grades is Pass or better.

Students will fail a set of exams if:

Two grades or half of the exam papers are Not Passing.

One grade is Not Passing with the remaining exam papers achieving a Low Pass.

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

The Dissertation Phase (3 credits each fall and spring semester until the dissertation is successfully defended)

Following successful completion of the comprehensive examination, students advance to doctoral candidacy and enter the third program phase. Students must enroll in Dissertation Research, HUM680 each fall and spring until all degree requirements are completed. Each semester's work is graded pass or fail (P/F). Students must enroll in dissertation research and pay the doctoral fee each semester until the dissertation is officially accepted by the University. Before beginning, research students publicly present a fully developed dissertation proposal, which must be presented and approved during the first academic year of the dissertation phase. 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 fall or spring semester of the first academic 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. To be approved, the proposal must provide convincing evidence that the dissertation will make an important contribution to the existing literature, the methodology will yield a legitimate interpretation of the problem considered or test of the thesis/hypothesis, and that the relevant literature is well understood.

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 (40-42 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 cohort experience. A limited number of fellows will be accepted into each cohort. If a sufficient number of qualified candidates do not apply, the IRFC may not be offered in a given year.

International Relations

Classes are offered at our Newport campus and online.

Director: Symeon Giannakos, Ph.D.
                          (401) 341-3177

About the Program

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.

Joint Bachelor's/Master's Degree 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 grade point average of 3.3 or higher. Current undergraduates must complete the application process by February 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.

Undergraduate students considered for the five-year program are conditionally accepted into the master's program and may take four graduate courses (12 credits) during their senior year. Of these 12 credits, six are applied to the undergraduate degree. Final program acceptance is contingent upon successful completion of the undergraduate degree and four graduate courses in the senior year. The total number of credits required to complete the five-year program is 150, 24 of which are graduate credits taken in the fifth year.

Concentrations

Matriculated graduate students are welcome to develop a course concentration in an area of their educational and professional interests. A student, for example, may wish to pursue an international relations masters degree with a concentration in homeland security or in cybersecurity and intelligence. Concentrations are conditioned on the availability of sufficient relevant course offering by other Salve Regina University graduate programs. To fulfill the requirements for a concentration, a student may opt to complete three of the required elective courses by selecting available courses from another graduate program degree at Salve Regina University. Please discuss your concentration plans with the program director.

International Relations (M.A.)

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 in which courses should be taken.

 Concentrations

Matriculated graduate students are welcome to develop a course concentration in an area of their educational and professional interests. A student, for example, may wish to pursue an international relations masters degree with a concentration in homeland security or in cybersecurity and intelligence. Concentrations are conditioned on the availability of sufficient relevant course offering by other Salve Regina University graduate programs. To fulfill the requirements for a concentration, a student may opt to complete three of the required elective courses by selecting available courses from another graduate program degree at Salve Regina University. Please discuss your concentration plans with the program director.

Curriculum (Twelve courses/36 credits)

Core Curriculum (Six courses/18 credits)

INR511: Philosophical Foundations of Politics 3 Credit(s)
INR512: Justice and Order in International Relations 3 Credit(s)
INR513: Comparative Political Development 3 Credit(s)
INR516: Identity, Harmony, and Conflict 3 Credit(s)
INR531: Just and Unjust Wars 3 Credit(s)
INR533: International Political Economy 3 Credit(s)
Electives (Six courses/18 credits)
Students choose six courses from the following list:
INR500: Research Methods 3 Credit(s)
INR522: Integration and Globalization Politics 3 Credit(s)
INR534: Environmental Justice 3 Credit(s)
INR542: Dispute and Conflict Resolution 3 Credit(s)
INR552: Terrorism and Transnational Crime 3 Credit(s)
INR562: International Organizations and Law 3 Credit(s)
INR571: International Human Rights 3 Credit(s)
INR572: Complex Humanitarian Emergencies: Prevention and Responses 3 Credit(s)
INR586: Politics of the Middle East 3 Credit(s)
INR590: Thesis 6 Credit(s)
INR591: Independent Study/Research 3 Credit(s)
INR592: Topical and Regional Issues in International Relations 3 Credit(s)
INR593: Topical and Regional Issues in Comparative Politics 3 Credit(s)
INR598: Internship 3 Credit(s)

International Relations Certificate of Graduate Studies

(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.

Doctor of Nursing Practice

Classes are offered at The Center for Adult Education in Warwick, RI.

Chair: debra.grosskurth@salve.edu, MSN,RN

                              (401) 341-3251

 Assistant Chair: marylou.lyons@salve.edu, MS, RN

                              (401) 341-3193

DNP Director: Sharon S. Stager, DNP, RN, FNP-BC
                              (401) 341-3297

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

Accreditation by the Commission on Collegiate Nursing Education (CCNE) pending.

About the Program

The practice doctorate is designed for nurses seeking a terminal degree in nursing. The BSN-DNP curriculum builds on the baccalaureate program by providing clinical preparation for becoming an advance practice nurse, education in evidence based practice, quality improvement, and systems thinking among other key areas. BSN-DNP graduates will likely seek leadership roles such as advanced practice nurses, managers of quality initiatives, executives in healthcare organizations, directors of clinical programs, and faculty responsible for clinical program delivery and clinical teaching.

Students complete 48 credits in a Master of Science in Nursing: Family Nurse Practitioner (FNP) Program. After completion of the M.S. Nursing, students are prepared to sit for the FNP exam. Students then continue on for the DNP and complete an additional 30 credits, including 15 credits of the DNP Research Project.

At the completion of the 78 credit program, the graduate will be able to:

1. Assume the role of the advanced practice nurse to provide independent and collaborative health care based on evidence, scientific knowledge, and science based theory.

2. Demonstrate organizational and system leadership to improve the quality of health care for persons.

3. Design, implement, and evaluate strategies to address the environmental influences of culture, economics, ethics, law, policy, politics, society, and technology on health outcomes.

4. Engage in the processes of critical thinking, communication, change, and lifelong learning as an advanced practice nurse.

Admission

Students applying to the BSN-DNP program must submit the following materials:

1. A baccalaureate degree in nursing from an accredited university with a cumulative grade point average of at least 3.0 and all official transcripts.
2. Unencumbered license or eligibility for RN licensure in the State of Rhode Island; and any additional licenses, if applicable.
3. Completion of graduate application.
4. An essay relating to professional goals and advanced practice.
5. Submission of a portfolio to include curriculum vita/resume that includes a description of current and past clinical practice as well as any presentations and/or publications.
6. Letters of recommendation from three clinical peers/supervisors who attest to communication and clinical competence (Salve Regina University Nursing alumni are required to submit two letters of recommendation).

7. Interview with the Director of the DNP program, Chair of the Department of Nursing and/or a designated faculty member.

8. Evidence of successful completion of 3 credits in Statistics.

Post-Master's Doctoral

The Post-Master's Doctoral students will complete 30 credits, including 15 credits of the DNP Scholarly Project (Thesis) to fulfill the requirements of the DNP.

Students applying to the Post-Master's Doctorate of Nursing Practice program must submit the following materials:

1. A baccalaureate and master degree in nursing from an accredited university with a grade point average of at least 3.0, and all other official transcripts in which collegiate credit was obtained.

2. Unencumbered licenses for RN and APRN from all state of Rhode Island (license will need to be obtained prior to any clinical experiences).

3. Unencumbered license or eligibility for APRN licensure in the State of Rhode Island.

4. A copy of all unencumbered registered nurse and APRN licenses.

5. A copy of certification certificate for the APRN.

6. Completion of graduate application.

7. An essay identifying doctoral study and research expectations to professional goals.

8. Submission of a portfolio to include curriculum vita/resume that includes a description of current and past clinical practice as well as any presentations and/ or publications

9. Letters of recommendation from three clinical peers/supervisors who attest to communication and clinical competence.

10. Interview with the Director of the DNP program, Chair of the Department of Nursing and/or a designated faculty.

11. Evidence of completion of 3 credits in Statistics and Advanced Research.

Advising

Academic advising in the DNP program is conducted by the Director of the program as well as the Chair of the Department. Students must be fully admitted to the DNP Program prior to enrolling in clinical courses.

Nursing Liability Insurance

It is strongly suggested that in connection with the clinical practice component of the nursing program, all students in the DNP program, beginning with their first clinical course, secure professional liability insurance in addition to that provided by the University.

Program Requirements

Students may be admitted to the DNP program for one semester on conditional status. If requirements for unconditional admission are not met after one semester, the student cannot progress. DNP students meet the admission, progression, and graduation requirements of the University Graduate Catalog. No more than 9 transfer credits can be applied to program requirements.

Policy for Readmission

DNP students who leave in good academic standing may resume enrollment in the program within two years after taking their first course by enrolling in courses required to complete the degree requirements. If a DNP student is on leave from the program for 3-5 years, the completed coursework will be reviewed on an individualized basis. Completion will be determined by the Chair of the Department of Nursing based on the courses taken, the current information needed for advanced nursing practice, and student experience. Student remediation may be part of this individualized program. Students who have left the DNP program in good academic standing and wish to re-enroll in the program five years or more after taking their first course in the graduate program will have their transcripts reviewed on an individual basis. Readmission to the program may require retaking courses and/or remediation. In addition to the Department of Nursing policy for readmission, all DNP students must follow the readmission procedures for the Graduate School.

Prerequisite Courses

Students must have successfully completed a course in statistics with a minimum grade of "B" from an accredited university.

Doctor of Nursing Practice (DNP)

Curriculum

Students must successfully complete 22 courses totaling 78 credits to earn the Doctor of Nursing Practice (DNP) degree. All students must complete the curriculum as follows:

Master of Science in Nursing (MSN) 48 Credits

BIO503: Advanced Physiology and Pathophysiology 3 Credit(s)
NUR505: Role of the Advanced Practice Nurse 3 Credit(s)
NUR510: Theoretical Foundations for Advanced Practice Nursing 3 Credit(s)
NUR512: Advanced Health Assessment 3 Credit(s)
NUR514: Advanced Healthcare Informatics 3 Credit(s)
NUR520: Research for Evidence-Based Practice 3 Credit(s)
NUR533: Family Theories 3 Credit(s)
NUR535: Pharmacologic Principles for Advanced Practice Nursing 3 Credit(s)
NUR538: Health Promotion Across the Lifespan 3 Credit(s)
NUR540: Application of the Advanced Practice Nurse Role I 3 Credit(s)
NUR550: Managing Common Health Conditions 3 Credit(s)
NUR552: Managing Complex Health Conditions 3 Credit(s)
NUR555: Application of the Advanced Practice Nurse Role II 3 Credit(s)
NUR565: Application of the Advanced Practical Nurse Role III 6 Credit(s)

Doctor of Nursing Practice (DNP) 30 credits

NUR615: Ethical Issues in Advanced Practice Nursing 3 Credit(s)
NUR625: Organizational and Systems Leadership in Healthcare 3 Credit(s)
NUR620: Epidemiology 3 Credit(s)
NUR633: Business and Legal Aspects of Advanced Practice Nursing 3 Credit(s)
NUR500: Research Methods 3 Credit(s)
NUR650: DNP Capstone Project: Development 3 Credit(s)
NUR655: DNP Capstone Project: Implementation 6 Credit(s)
NUR660: DNP Capstone Project: Evaluation 6 Credit(s)

Psychology

Classes are offered at our Newport campus and the Warwick Center for Adult Education.

Director:

About the Programs

The required course sequence has been approved by the Behavior Analyst Certification Board, Inc. (BACB) making our students eligible to sit for the BACB Certification Exam and become Board Certified Behavior Analysts (BCBA) at the completion of the Master's degree. This certification is internationally recognized and is the basis of professional licensure for behavior analysts in several states.

 While Applied Behavior Analysis (ABA) is used in many settings, including business, sports, health, law enforcement and corrections, it is probably best known as an empirically validated therapy for children with autism. As a result, ABA is one of the fastest growing areas in human services. While the majority of our students plan careers devoted to helping people with disabilities, our graduate program also allows students to focus on other areas of application.

The graduate curriculum in ABA at Salve Regina University, leading to either the Master's Degree or the Certificate in Advanced Graduate Studies (CAGS), has been approved by the Behavior Analyst Certification Board (BACB), the internationally recognized authority in credentialing in this area. Our academic curriculum and practicum supervision opportunities are designed to prepare our students to become excellent clinicians and, depending on the individual student's goals, to engage in research and study at the doctoral level.

In accordance with our University Mission, our students learn the leadership skills necessary to advocate for scientifically valid behavior change programs for all clients and to design programs so that the University mission of working for a world that is just, harmonious and merciful is honored.

Master of Arts in Applied Behavior Analysis

The Master's Program in Applied Behavior is a 36 credit program including the six required courses approved by the BACB. The required courses are supplemented by 18 credits fulfilled through a combination of practicum, research and course credits. Each student works with the graduate director to develop an individual program of study.

Certificate of Advanced Graduate Studies in Applied Behavior Analysis

To be eligible for the CAGS Program in ABA, the student must have completed a Master's Degree in Psychology or a related field. Appropriately related fields are determined by the guidelines developed by the BACB (http://www.BACB.com/degrees). The CAGS Program requires the completion of the six courses approved by the BACB. In order to shit for the BACB certification exam students need to complete 1500 hours of supervised experience. Certificate students have the option of taking 6 credits of practicum courses to complete this requirement or obtain supervision outside of the Salve Regina University program. The certificate will be granted after completion of the 6 required courses.

Joint Bachelor's/Master's Degree 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 February 15 of the junior year. Undergraduates students considered for the five-year program are conditionally accepted into the M.A. program and can take up to four graduate courses (12 credits) their senior year. Of these 12 credits, six are applied to the undergraduate program. In accordance with BCBA rules, the six credits applied to the undergraduate degree must be from the elective courses. All required courses must be taken for graduate credit.

Students in the 5th year program typically complete a total of 150 credits. 120 credits are applied to the undergraduate degree and 30 credits are applied toward the Master's degree. However, of those 150 credits, students must complete a minimum of 36 credits in graduate level courses (course numbers > 500) to obtain the Master's degree. Students may need to take additional graduate courses above 150 credits if they did not take a sufficient number of graduate courses.

Final acceptance into the graduate program is contingent upon successful completion of the undergraduate degree, successful completion of any graduate courses in the senior year and the recommendations of the graduate faculty.

Applied Behavior Analysis (M.A.)

Required Courses

Students are required take all six courses (18 credits, 3 credits per course).

PSY510: Applied Behavior Analysis: Ethics and Professional Conduct 3 Credit(s)
PSY520: Applied Behavior Analysis: Concepts and Principles 3 Credit(s)
PSY530: Applied Behavior Analysis: Measurement, Data Analysis and Research Design 3 Credit(s)
PSY540: Applied Behavior Analysis: Behavior Change Techniques and Procedures 3 Credit(s)
PSY550: Applied Behavior Analysis: Behavioral Assessment and Selecting Interventions 3 Credit(s)
PSY560: Applied Behavior Analysis: Systems, Management and Superv 3 Credit(s)
Practicum

Students must complete 1500 hours of supervision or take 6 credits of practicum electives (PSY 570). If students complete supervision outside of the practicum courses, the student must provide a copy of official documentation of 1500 hours of supervision as described by the most current BACB supervision guidelines to meet this requirement.

Elective Courses

Choose six courses (18 credits) from those listed below

PSY511: History of Behaviorism 3 Credit(s)
PSY513: Educational Psychology 3 Credit(s)
PSY521: Health Psychology 3 Credit(s)
PSY523: Autism Spectrum and Other Developmental Disabilities 3 Credit(s)
PSY525: Abnormal Psychology 3 Credit(s)
PSY533: Organizational Behavior Management 3 Credit(s)
PSY551: Critical Thinking and Decision Making in Psychology 3 Credit(s)
PSY570: Applied Behavior Analysis: Intensive Practicum 3 Credit(s)
PSY580: Applied Behavior Analysis: Individual Research 3 Credit(s)
RHB508: Human Growth and Development 3 Credit(s)
RHB513: Couples and Family Counseling 3 Credit(s)
RHB520: Practicum and Seminar I: Motivational Interviewing 3 Credit(s)
RHB540: Medical and Psychological Aspects of Disability 3 Credit(s)
HLC505: Interpersonal Helping Skills 3 Credit(s)
Any 500+ level course approved by the program director

Applied Behavior Analysis (CAGS)

Students take all six courses (18 credits, 3 credits per course).

Required Courses
PSY510: Applied Behavior Analysis: Ethics and Professional Conduct 3 Credit(s)
PSY520: Applied Behavior Analysis: Concepts and Principles 3 Credit(s)
PSY530: Applied Behavior Analysis: Measurement, Data Analysis and Research Design 3 Credit(s)
PSY540: Applied Behavior Analysis: Behavior Change Techniques and Procedures 3 Credit(s)
PSY550: Applied Behavior Analysis: Behavioral Assessment and Selecting Interventions 3 Credit(s)

PSY560: Applied Behavior Analysis: Systems, Management and Superv 3 Credit(s)
Practicum

Certificate students are not required to take supervision credits to obtain the certificate from Salve Regina University; however, students must complete 1500 hours of supervised experience in order to sit for the BACB certification exam. Certificate students may take six credits of practicum courses (PSY570) to meet this requirement.

Rehabilitation Counseling

Classes are offered at our Center for Adult Education and Professional Studies in Warwick, our Newport Campus, and online.

Interim Director: Judith Drew, Ph.D., CRC
                         (401) 341-3189

Nationally accredited by the Council on Rehabilitation Education (CORE).

About the Program

The Salve Regina University Rehabilitation Counseling Program is national accredited by the Council on Rehabilitation Education (CORE), which sets the educational standards for rehabilitation education counseling programs in the U.S. The Commission on Rehabilitation Counseling (CRCC) sets the standards of practice for quality rehabilitation counseling services through its internationally recognized certification program. Certified Rehabilitation Counselor designations indicate a higher level of specialized education and training in counseling, adherence to the Code of Professional Ethics for Rehabilitation Counselors, and an ongoing commitment to continuing education. Graduates of this program who have met these academic standards and have successfully passed the certification exam become certified rehabilitation counselors. As an independent, not-for-profit organization, CRCC has certified more than 35,000 counselors with its internationally recognized, national Certified Rehabilitation Counselor designations.

Consistent with the mission of Salve Regina University, the graduate programs in rehabilitation counseling are committed to offering a professional program that encourages students to seek wisdom through study and service, and to promote universal justice. The mission of the Rehabilitation Counseling Programs are to prepare master's degree students to perform a vital role as counselors who have specialized knowledge and skills for both rehabilitation and mental health service delivery.

Rehabilitation counselors draw on knowledge from several fields including counseling, psychology, medicine, psychiatry, sociology, social work, education and law. Students develop the ability to serve persons with a wide array of disability-related or mental health problems impacting the individual and the family. They receive their training and work in a variety of clinical settings with respect for the influences of multicultural factors such as disability, culture, ethnicity, race, religion, gender, and sexual orientation. Students also receive specialized training in the educational, vocational, and personal adjustment of persons with physical, mental, and emotional disabilities, co-occurring disorders, substance abuse and advocacy for and the rights of all people with disabilities. Our graduate programs offer dynamic and relevant educational opportunities in the community while developing expertise within rehabilitation counseling. Knowing how to apply learning to real-world situations makes students more marketable in their job search and more influential in their careers.

The Rehabilitation Counseling program offers two master's degrees and two Certificates of Advanced Graduate Studies: 1) a 48 credit master's in Rehabilitation Counseling: 2) a 60 credit master's in Clinical Rehabilitation and Mental Health Counseling that can lead to licensure; 3) Certificate of Advanced Graduate Studies in Rehabilitation with an emphasis on Mental Health Counseling for those individuals with a graduate counseling degree of less than 60 hours of study who are seeking licensure and 4) a Certificate in Advanced Graduate Studies in Rehabilitation with a focus on substance abuse issues.

The 48 Credit Master's Degree in Rehabilitation Counseling

The 48-credit program in Rehabilitation Counseling is designed to prepare professional counselors to counsel people with disabilities, in order to help them manage their mental health; substance abuse; societal and personal problems; help them plan careers; and find and keep satisfying jobs. Major goals include helping individuals achieve positive mental health, to empower individuals to make informed choices regarding their mental health and physical treatment, and to maximize opportunities for economic independence through obtaining employment, when possible.

From January, 2015 to December 2015, of the twenty-two students who graduated from the program, (over 90%) of our students are employed full-time as counselors upon graduation. Overall, settings for work for our graduates include state rehabilitation agencies, hospitals, psychiatric rehabilitation centers and clubs, substance abuse programs, human resource offices, wellness programs, school systems, universities and colleges, community agencies, mental health clinics, criminal justice agencies,

independent living centers, nursing homes, group homes, insurance companies, for profit corporations, employee assistance programs, and private practice in counseling, forensics or geriatric case management.

The intent of the program is to prepare the graduate, after appropriate supervised experience, to be eligible to sit for the national examination to become certified as a rehabilitation counselor (CRC). Students interested in state licensing as a counselor have the option to continue their graduate studies and receive a Certificate of Advanced Graduate Studies in Mental Health with a concentration in Rehabilitation Counseling with 12 additional credits (60 credits total).

Rehabilitation Program Requirements

Students in all rehabilitation counseling programs are required to engage in all learning activities in ways that are consistent with the current ethical and professional standards of rehabilitation and mental health counselors as published by the CRCC and the American Counseling Association (ACA). 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. In addition, they must meet the University's standards for admission to graduate studies upon application to the program as described in this catalog.

On campus, Online or On-site

The 48 credit master's degree in rehabilitation counseling may be earned by taking courses at our Newport campus, online, or at our Center for Adult Education in Warwick, R.I. 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.

Joint Bachelor's/Master's Degree 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. However, because the Master of Arts in Rehabilitation Counseling requires 48 credits, an additional two years are required to complete the master's degree after receiving the baccalaureate. 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. 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 February 15th of their junior year.

Undergraduate students considered for the accelerated program are conditionally accepted into the rehabilitation counseling master's program and must take four graduate courses during their senior year. Of the four courses, six credits are applied to the undergraduate degree. The total number of credits required to complete the five-year program is 162, 42 of which are graduate credits taken in the fifth year. 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 a 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 for up to 12 credits. The waiver may be granted if all of the following criteria are met: 1). an equivalent course in regard to curriculum content can be identified in both programs; 2). students received a grade of B or better in each course requested for waiver; 3). 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 as established by CORE. The decision for a 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 and Ethical Behavior
Psychosocial Aspects of Disability
Human Growth and Development
Career Development and Counseling
Counseling and Personality Theory

Couples and Family Counseling
Multicultural Counseling
Group Counseling
Assessment
Medical, Functional, Environmental and Psychological Aspects of Disability
Research and Program Evaluation
Rehabilitation Services Case Management and Related Resources

The 48 Credit M.A. Rehabilitation Counseling Program (15 courses/48 credits)

The goal of the rehabilitation counseling program is to prepare students to become rehabilitation counselors who have the clinical competencies to perform a vital role in the educational, vocational, and personal adjustment of persons with physical, mental, and emotional disabilities, co-occurring disorders, substance abuse and advocacy for the rights of all people with disabilities.

Program Objectives/Outcomes

Student objectives/outcomes for the rehabilitation counseling program include the following:

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 an appreciation of the history and philosophy of rehabilitation counseling, including an understanding of the laws and policies related to disability issues;

To develop the competencies to serve persons with a wide array of disability-related or mental health problems impacting the individual and the family;

To apply a multicultural perspective in relation to understanding access to services, effective disability and case management, discrimination, and public policy;

To develop values consistent to practice that respect human dignity, independent living and advocacy for the rights of all people with disabilities;

To learn theories of human development and growth including physical, cognitive, psychological, familial, behavioral, social, vocational, moral, and spiritual.

To acquire skills in job analysis, job development and placement and supported employment options.

To develop the counseling and consultation skills for working with families and groups for effective systems change;

To develop research skills to create viable research for program evaluation and to become intelligent consumers of research.

Core Curriculum
RHB500: Research Methods 3 Credit(s)
RHB505: Foundations of Rehabilitation and Mental Health Counseling 3 Credit(s)
RHB508: Human Growth and Development 3 Credit(s)
RHB509: Counseling and Personality Theory 3 Credit(s)
RHB513: Couples and Family Counseling 3 Credit(s)
RHB516: Group Process 3 Credit(s)
RHB520: Practicum and Seminar I: Motivational Interviewing 3 Credit(s)
RHB527: Substance Abuse Counseling and Rehabilitation 3 Credit(s)
RHB535: Career Development and Counseling 3 Credit(s)
RHB540: Medical and Psychological Aspects of Disability 3 Credit(s)
RHB542: Evaluation and Assessment 3 Credit(s)
RHB550: Vocational Rehabilitation, Case Management and Employment 3 Credit(s)
RHB601: Cross-Cultural Counseling 3 Credit(s)

Clinical Requirements (2 courses/9 credits)

The clinical component of the rehabilitation counseling program includes two clinical experiences that emphasize acquiring and developing clinical counseling skills. Skills are developed during the classroom experiences using role plays, audio/video tapes and feedback and are applied to the clinical setting with supervision from a site supervisor and University faculty instructor. Upon completion of both clinical courses students will have completed 900 hours of clinical training in the field and an additional 60 hours of clinical supervision in the classroom. Ethical practices, multicultural competencies, principles and models of biopsychosocial case conceptualization, and rehabilitation treatment planning are emphasized through a holistic approach to rehabilitation counseling.

RHB521: Practicum and Seminar II 3 Credit(s)

RHB570: Rehabilitation Counseling Internship and Seminar 6 Credit(s)

The 60 credit Master of Arts in Clinical Rehabilitation and Mental Health Counseling

This program is designed for students who are interested in pursuing a 60-credit master's degree that can lead to licensure as a mental health counselor upon completion of all academic and licensure requirements. This program has applied for dual accreditation by CORE and the Counsel for Accreditation of Counseling and Related Education Programs (CACREP).

With dual accreditation, graduates of this program may be qualified to provide mental health services in federal programs serving Veterans and have portability to clinical mental health professional licensure in other states.

Curriculum

RHB500: Research Methods 3 Credit(s)
RHB505: Foundations of Rehabilitation and Mental Health Counseling 3 Credit(s)
RHB508: Human Growth and Development 3 Credit(s)
RHB509: Counseling and Personality Theory 3 Credit(s)
RHB513: Couples and Family Counseling 3 Credit(s)
RHB516: Group Process 3 Credit(s)
RHB520: Practicum and Seminar I: Motivational Interviewing 3 Credit(s)
RHB527: Substance Abuse Counseling and Rehabilitation 3 Credit(s)
RHB535: Career Development and Counseling 3 Credit(s)
RHB540: Medical and Psychological Aspects of Disability 3 Credit(s)
RHB542: Evaluation and Assessment 3 Credit(s)
RHB550: Vocational Rehabilitation, Case Management and Employment 3 Credit(s)
RHB581: Special Topics 3 Credit(s)
RHB601: Cross-Cultural Counseling 3 Credit(s)
RHB603: Psychopharmacology for Mental Health Professionals 3 Credit(s)
RHB605: Diagnosis and Assessment: DSM V and ICD 10 3 Credit(s)

Clinical Requirements (4 courses/ 15 credits)

The clinical component of the clinical rehabilitation and mental health counselor program includes four clinical experiences that emphasize acquiring and developing clinical counseling skills while meeting state licensure requirements. Skills are developed during the classroom experiences using role plays, audio tapes and feedback. These skills are then applied in the clinical practicum and internship settings with supervision by the site supervisor and the University's faculty instructor. Upon completion of the four clinical courses students will have received 900 hours of clinical experience in rehabilitation settings and 1,000 hours of clinical experience in mental health settings. In addition, they will have received 120 hours of clinical supervision in the classroom. Ethical practices, multicultural competencies, principles and models of bio-psychosocial case conceptualization, and rehabilitation treatment planning are emphasized through a holistic approach to rehabilitation and mental health counseling.

RHB521: Practicum and Seminar II 3 Credit(s)

RHB570: Rehabilitation Counseling Internship and Seminar 6 Credit(s)

RHB608: Advanced Internship II and Seminar in Mental Health: DBT 3 Credit(s)

RHB609: Advanced Internship II and Seminar in Mental Health: Trauma-Informed Care 3 Credit(s)

State Licensing Requirements

Based on the State of RI Licensure requirements as of January 1, 2015, following completion of the 60-credit hours for the master's degree in clinical rehabilitation and mental health counseling, students must complete 1,000 hours of supervised clinical internship under the supervision of both a University supervisor and 100 hours of supervision by an on-site, approved clinical supervisor who meets the supervisory standards of the Board of Licensure for the state in which they intend to practice.

As of Spring 2016 in RI, following the first 1,000 hours of clinical supervision, students must have a minimum of one year of experience including an additional 1,000 hours of direct client contact offering clinical or counseling services with emphasis on mental health counseling. They must also receive a minimum of 100 hours of clinical supervision, during the one year period by an approved supervisor before being eligible to sit for many state licensing exams.

It is recommended that students research the specific requirements for a licensed mental health counselor in the state where they intend to practice. Licensing laws and regulations vary across states and can change from year to year; therefore, specific requirements may be different, also. Consequently, the University is not responsible for knowing the requirements of states other than Rhode Island. It is the student's responsibility to know the requirements for licensing in the state in which they intend to practice.

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

These courses provide an overview of counseling theories including both individual and systems perspectives. The purpose of these required courses is to present an overview of the basic concepts of the counseling theories and to help the students establish their counseling identities. The notion of ethical practice is embedded in all four courses. The application of these theories to the areas of rehabilitation, substance abuse and mental health are then explored.

RHB509: Counseling and Personality Theory 3 Credit(s)

RHB513: Couples and Family Counseling 3 Credit(s)

RHB527: Substance Abuse Counseling and Rehabilitation 3 Credit(s)

RHB520: Practicum and Seminar I: Motivational Interviewing 3 Credit(s)

RHB608: Advanced Internship II and Seminar in Mental Health: DBT 3 Credit(s)

RHB609: Advanced Internship II and Seminar in Mental Health: Trauma-Informed Care 3 Credit(s)

Area II: Human Growth and Development (3 credits)

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: Human Growth and Development 3 Credit(s)

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.

RHB601: Cross-Cultural Counseling 3 Credit(s)

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.

RHB516: Group Process 3 Credit(s)

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 a variety of disabilities, taking into account the issues of gender and culture. Ethical issues are discussed.

RHB535: Career Development and Counseling 3 Credit(s)

Area VI: Appraisal (3 credits)

This area explores the theoretical and historical bases for assessment and on understanding 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 3 Credit(s)

RHB605: Diagnosis and Assessment: DSM V and ICD 10 3 Credit(s)

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 also.

RHB500: Research Methods 3 Credit(s)

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, advocacy for the profession and clients, and disaster and emergency management response are discussed.

RHB505: Foundations of Rehabilitation and Mental Health Counseling 3 Credit(s)

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

(Four courses/12 credits)

Certificate Requirements

The CAGS program offers advanced education in mental health counseling for the person who has a rehabilitation counseling or counseling-related master's degree of less than 60 credits. 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 apply for a Certificate of Advanced Graduate Studies (CAGS) with 12 additional credits (60 credits total). Course substitutions or additions for the CAGS may be necessary in order to fulfill state licensing requirements for RI or for the requirements for other states. A CAGS certificate is issued once all academic and clinical requirements are met for licensure.

RHB603: Psychopharmacology for Mental Health Professionals

RHB605: Diagnosis and Assessment: DSM V and ICD 10

RHB608: Advanced Internship II and Seminar in Mental Health: DBT

RHB609: Advanced Internship II and Seminar in Mental Health: Trauma-Informed Care

It is recommended that students have knowledge of the specific requirements for a licensed mental health counselor in the state where they intend to practice. Licensing laws and regulations vary across states; therefore, specific requirements also may be different. Students are responsible for knowing the requirements for licensing in the state in which they are interested in practicing. Consequently, the University is not responsible for knowing the requirements of states other than Rhode Island.

Note:

This program is modeled on a national standard for mental health counseling licensure, making it possible for students to be 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.

Current 48 credit 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).

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 of internship. Two other courses comprise the additional credits: RHB603: Psychopharmacology for Mental Health Professionals and RHB605: Diagnosis and Assessment: DSM V and ICD 10.

In RI, as of January 1, 2016 following completion of the 60-credit hours for the master's degree and CAGS, students must complete an additional minimum of one years' experience including 1,000 hours of direct client contact offering clinical or counseling therapy services with emphasis on mental health counseling. Also, they must receive a minimum of 100 hours of clinical supervision, spread over the one-year period, by an approved supervisor, before being eligible to sit for many state licensing exams.

Clinical Requirements for CAGS in Rehabilitation Counseling with a Mental Health Concentration

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, audio/video tapes and one-to-one feedback. These skills are then applied in the internship setting, with supervision. Emphasis is placed on ethical practice and cultural competency. Often students pursuing a CAGS do not have the requisite Practicum or Internship experiences that are required to meet the licensure requirements for many states. The following clinical courses are offered to meet the clinical requirements many students need to be eligible for licensure.

RHB520: Practicum and Seminar I: Motivational Interviewing 3 Credit(s)

RHB521: Practicum and Seminar II 3 Credit(s)

RHB590: Internship and Seminar - 600 hours - 6 credit(s)

Internship Requirements

Internship is the culmination of the counselor training program. An internship focused in mental health is combined with a weekly seminar that includes a minimum of 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 II and Seminar in Mental Health: DBT 3 Credit(s)

RHB609: Advanced Internship II and Seminar in Mental Health: Trauma-Informed Care 3 Credit(s)

Certificate of Advanced Graduate Studies in Rehabilitation: Substance Abuse Counseling Concentration
(Four courses/12 credits)

The CAGS program offers advanced education in substance abuse counseling for the person who has a rehabilitation counseling or counseling-related master's degree of less than 60 credits. The intent of this certificate is to provide further education for those interested in pursuing licensing as a substance abuse counselor. A CAGS certificate is issued once all academic and clinical requirements are met.

RHB 520: Practicum and Internship I: Motivational Interviewing
RHB 527 : Substance Abuse Counseling and Rehabilitation
RHB 603 : Psychopharmacology for Mental Health Professionals
RHB 609 : Advanced Internship II and Seminar in Mental Health: Trauma-Informed Care

Course Descriptions

Administration of Justice

ADJ500: Research Methods
3 Credit(s)
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 appropriate research questions, a literature review, qualitative and quantitative approaches, 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. Ethical issues are explored in some depth. Note: The ADJ 563 Cyber Methodologies course is the preferred option for Research Methods. The student and advisor will determine which course best suits the needs of the student within their respective program of study. Both courses are available online. *Note: This course must be taken in the first year of graduate studies. Available online.*

ADJ505: Constitutional Issues
3 Credit(s)
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. This class will follow landmark and current cases of the Supreme Court and other appellate courts as the courts struggle with the effects of technology and global terror. *Available online.*

ADJ506: Theories of Justice
3 Credit(s)
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
3 Credit(s)
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 in the Global Environment
3 Credit(s)
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.*

ADJ519: U.S. Intelligence
3 Credit(s)
Students explore the history of intelligence gathering and will develop a thorough understanding of the U.S. intelligence community, including its formation, development, analytical theories, and current status as influenced by the events of 9/11 and the U.S. Patriot Act. Legal and ethical issues will be analyzed. Students will also focus on relevant psychological principles and the roles played by politics, technology and media.

ADJ521: Management Issues in the Justice System
3 Credit(s)
Students examine issues facing justice practitioners and leaders from a management perspective, with an emphasis on structure, policies, discipline, budgetary problems, public relations, and civil liberties in an increasingly technological global environment. *Available online.*

ADJ524: Homeland Security: The National Incident Management System
3 Credit(s)
This course will provide instruction for current and future managers and leaders who will be called upon to use the Incident Command System (ICS). It will provide a standards -based language to coordinate their response as they begin to understand their role in a complex multi-jurisdictional response to an all-hazard event. Students will learn that all hazards are "local," but can escalate into an event of global significance and consequence. The course will give the students a chance to understand how this training applies to the "Whole of Nations."

ADJ526: Principles of Digital Forensics
3 Credit(s)
This course will introduce students to the principles of digital forensics. The essentials covered in this course will include computer system storage fundamentals, operating systems and data transmission, computer network architecture, digital forensics best practices, proper evidence collection and storage, federal rules and criminal codes. Upon successful completion of this

course, the student will be ready to proceed into more advanced and technical courses such as computer forensics, mobile device forensics, and malicious code forensics. *Pre-requisite course to all digital forensic courses only*

ADJ529: Advanced Digital Forensics
3 Credit(s)
This course will build upon the concepts taught in Principles of Digital Forensics. The student will be introduced to forensic software not limited to Forensic Tool Kit (FTK)®, Encase®, and a suite of free open source software not limited to The Sleuth Kit®, Autopsy®, SANS SIFT®, and Kali®. The student will be introduced to forensic hardware and learn how to properly image computer media in a forensically sound manner.
Prerequisite(s): ADJ526: Principles of Digital Forensics

ADJ530: Cyberthreat Analysis
3 Credit(s)
This course explores the relatively new discipline of cyberthreat analysis at a basic level, introducing students to the methodology of investigation, the threat environment (cyberspace), some of the online tools used by analysts, and their application in real world examples. Students will be introduced to the key concepts, tools, and terminologies used by professionals in the field, and apply what they learn in practical exercises that model real-world events.

ADJ531: Cyberthreat Management
3 Credit(s)
This course explores the relatively new discipline of cyberthreat management. This course will introduce students to the threat landscape and help them to understand the methodology used to mitigate threats to personnel and their agencies. Students will learn about some of the tools and resources currently used by technicians so that they will gain a better understanding of how investigations may be more successful in a constitutionally ethical process. Students will understand the necessity of cyberdisruption planning with a goal of redundancy and resiliency. Economics will inevitably force managers to regionalize services and facilitate an interoperable solution. Students will develop this knowledge from a basic understanding of risk management and control, along with a study of legal and compliance topics. The field of forensics will be explored including a demonstration of how a forensic analysis is performed, and how to manage the process of a technical investigation.

ADJ532: Cyberterrorism
3 Credit(s)
The field of cyberintelligence has expanded and is evolving as a critical part of situational awareness for the nearly 200 countries connected to the Internet today. In addition to these countries, criminal organizations, extremist groups and terrorists have also developed cyberintelligence capabilities to further their efforts to use the Internet for their overt and covert activities. Cyberterrorism has emerged as a growing threat to national security. This is true not only for the U.S., but also for many countries around the world. Terrorists have recognized the value of the Internet for recruiting and covert communication, as well as a weapon against their adversaries. This program will provide unique insight into how terrorists use the Internet and will give the students insights into the challenges that we face.

ADJ533: Drug Recognition for Homeland Security Partners
3 Credit(s)
This course focuses on drugs/substances that impair an individual. Drug users exhibit symptoms that can impair judgment while driving a vehicle, as well as affect a person's abilities in the workplace and schools. The course will also cover how drugs and other substances can affect a student's ability to learn effectively and how illegal substances affect today's society, locally as well as globally. This course is important to all disciplines operating in a homeland security environment.

ADJ535: Budget Realities and Grant Opportunities
3 Credit(s)
The challenge to "do more with less" is being felt across all the sectors of our nation, for profit businesses, nonprofits, and government, alike. Guided by their organization's mission, successful leaders possess the skills necessary to confront budgetary constraints through innovative solutions and partnerships. One such approach involves a paradigm shift and engaging the philanthropic community. The question is not, "How can they help you achieve your mission?" but rather, "How can you help them achieve theirs?" Students with little or no grant-writing experience will be introduced to the process of utilizing an agency's budget as a foundation for planning, researching, selecting, collaborating, creating fundable ideas and developing the essential components and budget for an effective grant proposal. The role of philanthropy, along with a brief historical perspective, will be explored, particularly as it relates to the grant-makers in American society. The course will place emphasis upon practical application to the student's place of employment or area of interest, whenever possible. Students will gain specific knowledge to assist them in maneuvering through the myriad of funding opportunities, and develop the ability to research, identify and distinguish between various types of funding sources.

ADJ536: Cultural Competency

3 Credit(s)

This course will explore the relationship between cultural issues and criminal justice processing. Citizens from various cultural communities in our global environment are challenged by perceptions and misconceptions. Executive leaders, not limited to law enforcement, must gain a respect for the intended and unintended consequences of their actions, training, and education. Students will learn to foster cultural competencies through examples of quantified, qualified, and theoretical research and the application of this knowledge to everyday life.

ADJ537: Network Forensics and Incident Response
3 Credit(s)

The most dangerous time to realize that you are unprepared for an incident is when an incident occurs. Cyber disruption planning is essential for cybersecurity. When company and government networks and servers are breached, sensitive information could be lost or stolen. This course focuses on proactive and reactive digital security incident management. Students will learn how data moves throughout a network and where digital evidence is most likely found on network hardware and software. This course, which will be a blend of technical lab work and lecture, will prepare the student to respond to both corporate incident response scenarios and criminal cases involving email, instant messaging, file downloads, malicious code, etc. It will help students realize the importance of preparing for cyberattacks and incident security incidents as well as how to best respond to and recover from such incidents. Students will learn how to capture and analyze network traffic using Wireshank®, and Topdump® whether attacks are piracy, fraud or espionage.

ADJ543: Cyber Intelligence
3 Credit(s)

The class will be an overview of the Nature of Cyber Intelligence, which will discuss the theory, the objectives, challenges and differences between Government and Private sector Cyber Intelligence objectives, and how cyber analysts create effective intelligence reports. Real world case studies will be used, aimed at providing a forum for the students to understand intelligence indicators and methods, for providing decision makers with various options that remove conjecture and bias. The course will also reinforce the importance of analytic methods, critical to understanding the next generation of intelligence.

ADJ545: Mobile Forensics
3 Credit(s)

The Mobile Forensics course includes the collection, preservation and analysis of data from mobile devices such as cell phones, tablets, and PDA's. The course will expand on the principles of digital forensics, teaching students how to review data stored on mobile devices including phone calls, text, internet history, photos and videos. It will teach the students how to acquire and analyze a forensically sound image of a wide range of mobile devices such as iPhones, Android devices, and GPS units using a portfolio of forensic devices and software. This course will primarily take place in a lab setting with the majority of the course work devoted to technical hands-on work and technical writing.

ADJ546: Insider Threat
3 Credit(s)

This technical hands-on course will instruct the student on how to conduct internal network and host forensic investigations in search of insider threat activity. This kind of activity can be the result of espionage or a disgruntled current or former employee and usually involves intellectual property theft or destruction of data. This course will focus on forensic log and systems analysis both at the network and host level, trend analysis, false positive review, and policies and procedures. It will incorporate software currently being used throughout the defense industrial base and the Department of Defense. Prerequisite course ADJ 526 is intended to provide students with a strong foundation of practice with Forensic Took Kit (FTK) for this course.

Prerequisite(s): ADJ 526

ADJ547: Malware Basics
3 Credit(s)

Malware, also known as malicious software, can harm computers and networks. It can destroy and corrupt files leading to the exposure of sensitive information, loss of money, and useless resources. Students registered for this highly technical course will learn the basics of malware code. This includes how malicious code is created and how it behaves on a host/network. Students will make use of a virtual machine environment in order to safely run and reverse engineer real world samples of malicious code, conduct static and dynamic code analysis, and incorporate their findings and analysis into technical forensic reports.

ADJ555: Challenges to Counterterrorism
3 Credit(s)

This course examines the effects of terrorism on the global security environment. It analyzes the challenges of combating terrorists and terrorist organizations while assessing the effectiveness of counterterrorism efforts, both at home and abroad. Students will gain a perspective of global counterterrorism and investigate new and innovative ways to respond to these changes into the future.

ADJ563: Cyber Methodologies
3 Credit(s)
In an increasingly technological and global environment, fundamental research helps us solve problems and stay ahead of threats. Emerging technologies have paved the way for new opportunities to collaborate and share knowledge and data from anywhere in the world. This course explores the methodological dimensions of the internet and online research, and the implications to the social sciences field. Cyber Methodology is a broad-spectrum, cross-disciplinary course suitable for any student engaged in basic research. Through group discussions, guest lecturers, focused assignments, and selected readings, students will come to understand the fundamentals of research planning and design and discover how their own research can be effectively and professionally conducted using the internet.

ADJ565: Analytics Methodology
3 Credit(s)
The primary focus of this course will be on examining the various methods and information alternatives that exist in gathering information and intelligence. The students will gain a thorough background in analytical technology and methodology by developing projects and performing research that principally focuses on organizing, problem-solving, and strengthening project management strategies.

ADJ570: Forensic Certifications (CCE/ACE)
3 Credit(s)
Certain certifications have proven to enhance students' understanding of Digital Forensics. This course will prepare the student to pass a number of industry-wide forensic certifications through the use of lecture material and a review of forensic software. These certifications are not limited to Certified Computer Examiner (CCE), AccessData Certified Examiner (ACE), and the Global Information Assurance Certification Forensics Analyst (GCFA). Obtaining any one or more of these certifications, in addition to an academic diploma or CGS, generally validates that the student has both an academic and technical understanding of digital forensics as required in the field.

ADJ575: Comparative Justice Systems
3 Credit(s)
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, with a specific focus on police, courts, and corrections. Students examine different processes and institutions of criminal justice and try to understand reasons for their variation.

ADJ576: High Technology Crime
3 Credit(s)
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.

ADJ579: Advanced Persistent Threat (APT): Tactics, Techniques, and Procedures (TTP's)
3 Credit(s)
This course is designed to broaden individual understanding of the ever changing threatscape posed to American infrastructure by advanced and persistent state sponsored adversaries The class will also prepare students to begin a career in a cyber Security Operations Center (SOC), Computer Emergency Response Team (CERT) or as a cyber intelligence analyst by fostering technical and analytical skills against known APT skill sets and tool kits.
Prerequisite(s): ADJ576: High Technology Crime

ADJ580: Emerging Global and Social Issues in Justice
3 Credit(s)
The concept of this course is to serve as a capstone class that will incorporate information pertaining to all other core classes. This class is a culmination of the required curriculum and will challenge students to not only understand how the various courses relate with one another, but also to conduct original research concerning contemporary issues and trends and the future implications of these trends. It is intended to stimulate thinking about the rapid and vast geopolitical, security, and technology changes characterizing the world today and possible trajectories over the next 15 years. This course seeks to provide a framework for thinking about possible futures and their implications. Students will analyze the sources, patterns, and causes of change and stability in an attempt to develop foresight and to map possible futures . This capstone class must be taken as one of the last two courses in the degree program.

ADJ581: Special Topics
3 Credit(s)
This course provides an opportunity to explore current topics not covered in regularly offered courses. Evolving technologies and contemporary trends in justice and homeland security law and practice may create opportunities to present the most timely and important topics to students. All students may individualize their program of study to access special topics classes with

collaboration and permission from the program director. Recent topics have included: The Philosophy of Police, Strategic Planning for Law Enforcement Executives, Community Policing, Organized Crime, White Collar Crime, Contemporary Issues in Undercover Operations, Police Use of Force, and Advanced Community Policing.

ADJ590: Thesis
6 Credit(s)
Students may decide to write a six-credit thesis under appropriate faculty direction and with the permission of the graduate program director. Details are established prior to registration and in consultation with the thesis supervisor and the graduate program director.

ADJ591: Independent Study
1-3 Credit(s)
An independent study is 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. *(see guidelines and appropriate forms located on the registrar's website).*
Prerequisite(s): A minimum GPA of 3.2 is required

ADJ598: Internship
3 Credit(s)
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 120 hours (40 hours/credit) of on-the-job experience occurring within a semester. This course may be repeated for a total of six credits. *(see guidelines and appropriate forms located on the registrar's website)*

ADJ599: Internship
3 Credit(s)
Designed to follow ADJ598 sequentially. 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 120 hours (40 hours/credit) of on-the-job experience occurring within a semester. (See guidelines and appropriate forms located on the registrar's web site).

Education

EDU501: Catholic School Mission and Religious Identity
3 Credit(s)
This course surveys the nature and teaching mission of Catholic schools and provides leadership strategies for promoting a school's mission and Catholic identity. Students will explore the history and foundations of Catholic education in the US, reasons for Catholic education and schools, defining characteristics of Catholic schools and the vocational ministry of Catholic educators. Leadership strategies will focus on effective partnering with parents and the primary educators of their children, developing communion, community and culture in a Catholic school, lay spiritual leadership, catechetical and faith formation of teachers and staff, and integrating the Church's Social Justice Teachings into the mission and ministry of a Catholic school.
EDU503: Academic Excellence
3 Credit(s)
This course will enable prospective Catholic school principals to gain the necessary expertise to become leaders in the curriculum development process. They will explore how to provide Catholic school students with an "academically rigorous and doctrinally sound program" by designing curricular experiences which are research-based and infused with Catholic faith and traditions. Students will develop a framework for designing, implementing and monitoring a standards-based curriculum aligned with instruction, assessment and 21st century skills in order to achieve academic excellence. The integration of technology into instructional and assessment practices will be emphasized. Methods for gathering and analyzing data on multiple school-wide assessments will be integral to an understanding of school improvement efforts.

EDU506: Governance and Leadership in Catholic Schools
3 Credit(s)
This course focuses on principles and practices of school governance and what makes for qualified and effective leadership in today's Catholic school. The course will explore canonical authority and its relationship to parochial structures and religious sponsorship of schools; the practice of leadership based on principles and practices of excellence; functions, formation and development of school boards; the roles and responsibilities of Catholic school leadership positions; and the supervision and professional development of Catholic school faculty and staff. This course will also help students identify leadership strengths and qualities, including their own; investigate non-public school law, morality clauses, and administrative issues in special education; and develop effective Catholic school policies and procedures.

EDU509: Catholic School Operational Vitality
3 Credit(s)
This course will immerse students in four primary areas of Catholic school operations: finance, human resources, facilities and institutional advancement. Students will gain experience with school financial planning, stewardship of resources, hiring, compensation and benefits, facilities, equipment and technology management, comprehensive plans for institutional advancement, communications, marketing, and enrollment management.

Health Care Administration

HCA500: Research Methods
3 Credit(s)
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 appropriate research questions, a literature review, qualitative and quantitative approaches, research designs, and 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. Ethical issues are explored in some depth. *Available online.*

HCA501: Introduction to Health Care
3 Credit(s)
This course will explore the historical development, current state and possible future trends of health care financing and delivery in the U.S.. Course components include a general overview of the size and scope of the health care 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.*

HCA505: Health Care Marketing
3 Credit(s)
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 health care marketing topics. *Available online.*

HCA509: Human Resources Management
3 Credit(s)
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: Health Care Finance
3 Credit(s)
This course provides an overview of the health care environment and introduces financial concepts through financial statement review and analysis. Discussions address the development and use of revenues, identification of operating expenses, strategies to contain costs, and the financial interaction between health care providers and third party payers. Class presentations and a term paper provide opportunities for students to research and discuss current health care financial topics. *Available online.*

HCA525: Ethics for Health Professionals
3 Credit(s)
Students explore the current and recurring ethical issues facing health professionals in today's health care environment. Topics

include the right to refuse treatment, the right to die, physician-assisted death, organ donation, resource allocation, and issues related to health care 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
3 Credit(s)
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
3 Credit(s)
Students examine the law relating to health care 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 health care administration is also discussed. *Available online.*

HCA540: Health Care and the Older Citizen
3 Credit(s)
Students examine the political, social, economic, and health care 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.

HCA543: Public Health Administration
3 Credit(s)
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 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 Health Care Management Theory
3 Credit(s)
This capstone course is taken at the conclusion of the student's graduate-level health care studies. The course will review and reinforce the core competencies the student has acquired during their course of study. Through case studies and actual health care management situations students will have the opportunity to apply the techniques and skills acquired during their previous course work. *Available online.*
Prerequisite(s): Completion of 30 credits or approval from the graduate program director.

HCA570: Internship and Seminar in Health Care Administration and Management
3 Credit(s)
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 120 hours of on-the-job experience occurring within a semester.

HCA581: Special Topics in Health Care Administration and Management
3 Credit(s)
Special topics courses with health care administration and management content are offered on a periodic basis.

HCA591: Independent Study
3 Credit(s)
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(s) to be submitted to the professor. 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.

Holistic Counseling

HLC500: Research Methods
3 Credit(s)
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 appropriate research questions, a literature review, qualitative and quantitative approaches, 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. Ethical issues are explored in some depth. *Available online.*

HLC504: Foundations of Counseling and Leadership Theory from a Holistic Perspective
3 Credit(s)
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. Ethics and orientation related to these professions are introduced in this course. Non matriculating students are permitted to take this course. *This course should be taken in the first year.*

HLC505: Interpersonal Helping Skills
3 Credit(s)
This laboratory experience provides the opportunity to explore one's style of interacting with others both verbally and non-verbally. Through practice in dyads, and/or the whole, students learn how to use basic interpersonal helping skills such as listening, primary accurate empathy, immediacy and appropriate self-disclosure - the skills of effective professionals in counseling and leadership positions. Non matriculating students are permitted to take this course. *This course should be taken in the first year.*

HLC507: The Body/Mind Connection
3 Credit(s)
This course will focus on defining, experiencing, and working with the body-mind connection. The scope of study includes: current research findings in neuroscience, modalities and techniques that have an integrative effect on the body-mind connection and somatic therapeutic processes that support integrative brain function and result in emotional, mental, physical and spiritual wellbeing. This course is essential for holistic clinical mental heatlh counselors and holistic leaders to integrate the mind-body perspective into their work. Non matriculating students are permitted to take this course.

HLC508: Human Growth and Development
3 Credit(s)
The course is designed to broaden understanding of human growth and development across the life span with emphasis on the interwoven domains of development (physical, cognitive, social, spiritual, and emotional) and the contextual factors influencing each. Issues related to gender and culture are considered. Particular attention is paid to the effect of the individual's overall level of development in the counseling process and capacity for effective leadership. Theoretical, practical, and research perspectives will be examined as they apply to the professions of counseling and leadership.

HLC509: Theories of Counseling
3 Credit(s)
This course includes the conceptual study of the theoretical underpinnings of selected historical and modern counseling theories related to personality development, client maturation, change process, diversity issues, and appropriate interventions. Students will begin to conceptualize how theory and personhood are intimately connected.
Prerequisite(s): HLC504; HLC505: HLC507.

HLC512: Evaluation Research
3 Credit(s)
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 HLC512.*

HLC513: Couple and Family Counseling
3 Credit(s)
In this course, students focus on couple and family culture, structure and process, the system life cycle, and the relationship between the family unit and its environment. Students will gain an understanding of how the family system impacts the individual as well as larger systems. Ethnicity, gender, socioeconomic status and varying family forms are discussed.
Prerequisite(s): Prerequisites: HLC 504; HLC 505: HLC 507. Holistic Counseling students are strongly encouraged to take HLC 509 prior to HLC 513.

HLC515: Assessment and Treatment Planning
3 Credit(s)
This course familiarizes students with the assessment process, how to interview and use assessment tools in conjunction with the DSM-5 and ICD-10 to arrive at a diagnosis and treatment plan and it compares standard assessment techniques and process-oriented interviewing. This course is designed to provide an introduction to the principles, concepts, methods, and applications of assessing human experience for counseling purposes. Topics include: the history and philosophy behind measurement and assessment in clinical mental health counseling; psychometric concepts; common assessment formats for measuring constructs such as personality and behavior; clinical decision-making, diagnostic assessment, clinical interviewing, and treatment planning; holistic considerations within assessment.
Prerequisite(s): HLC504; HLC505; HLC507 or HLC509.
Co-requisite(s): It may be taken in conjunction with HLC 509.

HLC516: Group Process
3 Credit(s)
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.
Prerequisite(s): HLC504; HLC505; HLC507; HLC509 and/or HLL519 or permission of program director.

HLC523: Substance Abuse and Treatment
3 Credit(s)
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.

HLC524: Identification of Special Population Needs within the Context of Substance Abuse
3 Credit(s)
This course will explore ways in which to identify, understand and serve the needs of diverse populations within the substance abuse area.. Students will learn how to apply the knowledge gained in the Substance Abuse Certificate program to actual populations.

HLC525: Clinical Language Skills
1 Credit(s)
This course will familiarize students with terminology generally accepted in the broad fields of psychology and medicine. Knowledge of this terminology will enable students to communicate effectively within the current mental health paradigm.

HLC530: Practicum in Counseling I
3 Credit(s)
Practicum I provides students with an overview to professional orientation and ethical considerations. It also provides an opportunity to practice basic counseling skills learned in the prerequisite courses. Under supervision, students discover how to define issues, clarify goals, and mobilize energy and resources to achieve these goals. Students practice evaluating progress, and conceptualize level of resistance/degree of client/counselor commitment to the process. Basic counseling considerations (transference, countertransference) and ethical practices (competence, confidentiality, duty to warn, dual relationships) are also considered.
Prerequisite(s): HLC504; HLC505; HLC507; HLC508, HLC509; HLC515. HLC 530 and HLC 531 **must** *be taken before Internship (HLC 570 and HLC 571.)*

HLC531: Practicum in Counseling II
3 Credit(s)
In Practicum II students continue to develop the counseling skills learned in Practicum I. Students will continue to deepen their knowledge, competence and confidence in their ability to function as effective counselors. Increasing attention is paid to the

student's own self-awareness and emotional responses. Professional ethical issues along with relevant readings continue to be explored and discussed.
Prerequisite(s): HLC504; HLC505; HLC507;HLC508; HLC509; HLC515; HLC530. HLC 530 and HLC 531 **must** *be taken before Internship (HLC 570 and HLC 571.)*

HLC535: Introduction to Expressive Sound
1 Credit(s)
This course serves as an introduction to the uses of Expressive Sound and Music. Through 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 as part of an intermodal expressive arts approach.
This course is one of the three prerequisite foundation courses for the CAGS/CGS in the professional application of the expressive and creative arts along with HLC 582 and HLC 584.

HLC540: Psychological Health and Search for Meaning
3 Credit(s)
The purpose of this course is to provide the student with an understanding of the theoretical underpinnings of human meaning, often understood as spiritual quest. 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 and connectedness to a larger purpose commonly called spiritual meaning. The course surveys several of the main wisdom traditions of the world. Students gain awareness of various cultural backgrounds and learn how to respectfully support and follow clients in their own quest for meaning and purpose in life. This course is to be taken in the final semester for students in all holistic graduate programs.

HLC570: Internship and Seminar I
3 Credit(s)
Student interns practice in placements approved by the internship coordinator. The requirements for this course are primarily fulfilled in a community-based counseling facility. Students begin to develop and apply their counseling skills and abilities in clinical settings. The two-semester supervised experience totals 150 direct and indirect field hours per semester and is complemented by an on-campus seminar. Students are required to obtain professional liability insurance coverage.
Prerequisite(s): HLC 504 HLC 505 HLC 507 HLC 508 HLC 509 HLC 515 HLC530 and HLC531.

HLC571: Internship and Seminar II
3 Credit(s)
Student interns practice in placements approved by the internship coordinator. The requirements for this course are primarily fulfilled in a community-based counseling facility.
Students begin to develop and apply their counseling skills in a clinical setting. The two-semester supervised experience totals 150 direct and indirect field hours per semester and is complemented by an on-campus seminar. Students are required to obtain professional liability insurance coverage
Prerequisite(s): HLC 504 HLC 505 HLC 507 HLC 508 HLC 509 HLC 515 HLC 570 HLC530 and HLC531.

HLC575: Healing & Transformation
2 Credit(s)
This theoretical and practical course emphasizes the potential for every human being to heal and change. The course will examine scientific and anthropologic writings on healing as well as how professionals can act as supportive agents in the change process.

HLC578: Body and Personal Myth: A Jungian Perspective
3 Credit(s)
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.

HLC579: Grief Counseling
2 Credit(s)
This course discusses current information, skills and strategies for counseling interventions specific to various aspects of the grief process.

HLC581: Special Topics
1, 2 or 3 Credit(s)
Special topics course offered periodically during the academic year.

HLC582: Introduction to the Expressive and Creative Arts as Transformation
3 Credit(s)
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 a variety integrative of arts processes, including drawing, image-making 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/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 the transformative process with others in psychotherapy, education, medical caregiving, the arts, and the corporate environment. *This course is one of the three prerequisite foundation courses for the CAGS/CGS in the expressive and creative arts, along with HLC535 and HLC584.*

HLC583: Practical Applications of the Holistic Counseling Degree
1 Credit(s)

HLC584: Movement, Creativity and Consciousness: An Introduction
2 Credit(s)
This two-credit course will introduce a variety of 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 as part of an intermodal expressive ars approach. Students will also explore ways of working with others in education, psychotherapy, and mindfulness as they work to access experiences, often not accessible through words, which can then be processed and integrated for a more expressive and fully embodied life. *This course is one of the three prerequisite foundation courses for the CAGS/CGS program in the professional applications of the expressive and creative arts, along with HLC535 and HLC582.*

HLC585: Crisis Intervention
2 Credit(s)
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. Course is offered periodically at program's discretion.

HLC587: Gender in Counseling
3 Credit(s)
This course is designed to provide students with an opportunity to develop a knowledge base regarding the theories and research about gender and sex-role socialization. Biological, cognitive, psychological, spiritual, and emotional components related to gender are explored. Pertinent gender-related problems, situations, and other counseling concerns are addressed. Course is offered periodically at program's discretion.

HLC588: Working with Young People
3 Credit(s)
This course provides an opportunity to cultivate therapeutic skills in assessment and treatment of children utilizing the theories of holistic counseling to increase joy and playfulness in working with children. This class will be taught with active participation in practicing the techniques. Course is offered periodically at program's discretion.

HLC592: The Arts, Nature and Eco-Consciousness
1 Credit(s)
The Arts, Nature and Eco-Consciousness is an integrative learning course, presented in an experiential-learning, workshop format. The class presents foundational material on deep ecology and the role of the creative process in renewing our connection with the environment.
The class will emphasize a holistic approach to embodied creative arts processes that reflects the interconnectedness of all life within the earth's community. It will also encourage self-exploration through image making and creative expression (visual arts, sound, movement & theatre arts). The class also presents foundational material on the philosophies of important visionaries in the field of human-nature relationships.
Through a hands-on approach to self-expression and reverential ecology, participants will be able to apply the concepts presented in their personal and professional life, in a variety of settings including counseling, education, coaching and community organizations.
Registration note: As part of the Expressive & Creative Arts program, course enrollment requires permission of the Program Coordinator.

HLC600: Career Counseling
3 Credit(s)
This course will provide students with the knowledge and skills necessary to conduct career counseling aimed at providing insight and direction to clients' vocational goals. Students will examine theories of career development, sources of occupational and educational information, life-style and career decision-making processes, and assessment instruments. This course challenges the popular conception that what one does to earn money must remain separate from one's personal goals and values and focuses on the successful integration of life and career. This is a required course for the CAGS in mental health. *This is a required course for the CAGS in mental health.*

HLC601: Cultural Awareness in Counseling
3 Credit(s)
This course explores a rich variety of issues in counseling that are important in understanding persons of a race, ethnicity, nationality, gender, sexual orientation, socioeconomic status, age or ability different from that of the counselor. Consonant with the overall orientation of the program, students are invited to explore both the diversity among experiences and common experiences 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 lens through which they see others, especially when they are working in a counseling environment. This is a required course for the CAGS in clinical mental health.

HLC604: Self Discovery through the Expressive and Creative Arts
3 Credit(s)
This course is designed to provide students with experiential opportunities for creative self-discovery using various integrated expressive arts modalities, focusing primarily on image-making and visual arts. In addition, it offers discussion segments that explore the importance for our time and culture of engaging 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. 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 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 would need specific permission of the program coordinator. *This course is required for the CAGS/ CGS 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 would need specific permission of the program coordinator.*
Prerequisites for this course: HLC582.

HLC608: Advanced Internship I
3 Credit(s)
Advanced Internship I is a 20-hour per week fieldwork experience with a two-hour per week on-campus support seminar. Advanced internship is required for students pursuing the Certificate of Advanced Graduate Studies in Clinical Mental Health with a Holistic Concentration. Students work in a variety of approved clinical settings in which they gain a wide range of counseling experiences. With on-site supervision, students will work one-on-one, and with groups. The on-campus support seminars focus on overseeing the students' work at their placements, and provide support as they seek to integrate their personal and professional growth. A total of 1000 hours in the field is completed over the course of enrollment in HLC 608 and HLC 609.

HLC609: Advanced Internship II
3 Credit(s)
Advanced Internship II is a 20-hour per week fieldwork experience with a two-hour per week on-campus support seminar. Advanced internship is required for students pursuing the Certificate of Advanced Graduate Studies in Mental Health with a Holistic Concentration. Students work in a variety of approved clinical settings in which they gain a wide range of counseling experiences. With on-site supervision, students may work one-on-one, and/or with groups and families as the situation permits. The on-campus support seminars focus on overseeing the students' work at their placements, and provide support as they seek to integrate their personal and professional growth. A total of 1000 hours in the field is completed over the course of enrollment in HLC 608 and HLC 609.

HLC610: Expressive Theater Arts and Movement: a Multi-Modal Approach to Creativity and Transformation
3 Credit(s)
In this course, students have an opportunity to do hands-on experiential work in the expressive and creative arts as applied to a variety of professions including counseling, medical caregiving, education and the corporate environment. The emphasis will be on the modalities of expressive movement and theater arts, with the integration of visual arts and writing interwoven as part of

the multi-modal approach. A key premise of this course is that the embodied practices of movement and theater arts provide a vital avenue of expression for the inner self. In addition, the multi-modal process will create opportunities to reflect upon the ways that one mode of expression informs another, so the inter-play of modalities will be an additional area of learning. *This course is required for the CAGS/CGS 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 would need specific permission of the program coordinator.*
Prerequisites for this course: HLC582; HLC584; HLC535

HLC611: Group Applications of the Expressive and Creative Arts
3 Credit(s)
This course will explore 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, as part of an intermodal arts approach, 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 is designed to be one of the final required courses in the CAGS/CGS program and it is advised to have completed at least several other courses in the Expressive and Creative Arts. To register for any expressive and creative arts CAGS/CGS course requires permission of the Program Coordinator.*
Prerequisite(s): HLC 582 HLC 584 HLC 535

HLC613: Expressive Writing - for Personal Growth and Transformation
3 Credit(s)
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 offered in a blended format. It opens with an intensive weekend of experiential learning, followed by a guided independent study module, then returns to the group classroom experience for the closing weekend. This course is required for the CAGS/CGS 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 would need specific permission of the program coordinator. *This course is required for the CAGS/CGS 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 would need specific permission of the program coordinator.*
Prerequisite(s): HLC 582

HLC615: Utilizing Expressive Sound/Music and Theater Arts - for Creativity and Healing
3 Credit(s)
This expressive arts course will deepen one's understanding of the realms of expressive sound, music and rhythm 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, creativity and music, and recreational music making. We will also incorporate the practice of deep listening and mindfulness as a touchstone for the explorations. 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. Any student who would like to register for this course prior to acceptance into the CAGS/CGS expressive and creative arts program would need specific permission of the program coordinator.
Prerequisite(s): HLC 535

HLC620: Theory and Overview of Substance Abuse Treatment
3 Credit(s)
This course will provide the knowledge to develop competency in the application of best practice in Substance Abuse Treatment. The course will identify regional treatment needs and available recovery support resources.
Prerequisite(s): MA in Mental Health Counseling, Marriage and Family Therapy, equivalent MA in Healthcare or other counseling degree programs from an accredited institution. HLC 509, HLC 515, HLC/RHB 516 or the equivalent courses from an accredited institution or by permission of director.

HLC621: Ethics and Confidentiality in Health Care
3 Credit(s)
This course will allow students to explore ethical questions in areas such as: boundary issues; general communication rules and regulations; utilization of electronic communications; cultural competence; professional competence, risk management and other ethical and confidentiality considerations.

Prerequisite(s): MA in Mental Health Counseling, Marriage and Family Therapy, equivalent MA in Healthcare or other counseling degree programs from an accredited institution. HLC 509, HLC 515, HLC/RHB 516 or the equivalent courses from an accredited institution or by permission of director.

HLC622: Neuroscience of Chemical Dependency
3 Credit(s)
This course will provide the necessary understanding of brain anatomy, neurotransmission and the impact of psychotropic substances on the brain and on the selection of effective treatment interventions.
Prerequisite(s): MA in Mental Health Counseling, Marriage and Family Therapy, equivalent MA in Healthcare or other counseling degree programs from an accredited institution. HLC 509, HLC 515, HLC/RHB 516 or the equivalent courses from an accredited institution or by permission of director.

HLC623: Substance Abuse Treatment
3 Credit(s)
This course will introduce and analyze the holistic environment and clinical competency necessary for individual treatment planning and implementation.
Prerequisite(s): MA in Mental Health Counseling, Marriage and Family Therapy, equivalent MA in Healthcare or other counseling degree programs from an accredited institution. HLC 509, HLC 515, HLC/RHB 516 or the equivalent courses from an accredited institution or by permission of director.
Holistic Leadership

HLL519: Introduction to Holistic Leadership Perspectives
3 Credit(s)
Emerging leaders with different skill sets are needed everywhere at all levels: personal, professional, local, national, cross-national, global and planetary. Students will be introduced to leadership perspectives at individual, group, and large system levels. They will learn to identify and apply these perspectives, 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. Emphasis in this course will be upon individual personal and interpersonal mastery and the way in which our mental models, assumptions, beliefs and thinking patterns affect leadership action. HLL519 is an introductory required course in the holistic leadership program. It is a stand-alone elective for students in holistic counseling and in other University graduate programs.

HLL520: Leading Holistically: Cross-Cultural Competence
3 Credit(s)
Leaders with new skill sets 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. The course will address complex leadership topics such as: diversity, cross-cultural competence and ethics. It will explore models of leading that intersect academic disciplines, provide practical tools to bridge the differences that create conflict and that divide us personally, within organized systems and throughout the planet. Specifically the course reviews how body/mind/spirit integration plays a part in our leadership effectiveness and how presence, consciousness and mindfulness affects our leading abilities and informs effective action. 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, develop cultural competencies and integrate learning within their own areas of interest. HLL520 and HLL519 are introductory holistic leadership courses.

HLL522: Creative Intervention Skills: Part I
3 Credit(s)
An essential part of leadership and leading 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. In this course, students learn how to intervene and build on the strengths inherent in a system. This course is a requirement in the holistic leadership program and a stand-alone elective in the holistic counseling program and in other university graduate programs.

HLL523: Creative Intervention Skills: Part II
3 Credit(s)
In this course, under supervision, students have the opportunity to learn and apply creative intervention skills learned. HLL22 and HLL523, are held in an intensive format to provide the opportunity for students in holistic leadership as well as holistic counseling to experience observing and supporting individuals and systems through intervention and feedback. These courses are requirement in the holistic Leadership program and serve as stand-alone elective in the holistic counseling program and in other university graduate programs.
Prerequisite(s): HLL522. Permission of program director is required for HLL523.

HLL527: Leading System Change and Transformation
3 Credit(s)
Leading change and transformation is a constant challenge in an era of continuous flux. Visionary, trans-disciplinary thinking is needed to facilitate human and planetary change and to enhance interdependent cooperative action. This course, considered a capstone in the holistic leadership program, refines and deepens the material introduced throughout the program. HLL527 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 learn: a daily practice in systems thinking; leadership strategies for change; practice change interventions. Students will develop and implement a collaborative change project.
Prerequisite(s): HLC504, HLL519, HLL520, HLL522, HLL523 or with permission of program director.

Humanities

HUM500: Research Methods
3 Credit(s)
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 appropriate research questions, a literature review, qualitative and quantitative approaches, , 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. Ethical issues are explored in some depth. *Available online.*

HUM501: Social and Ethical Issues: A Global Perspective
3 Credit(s)
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.

HUM503: Global and Comparative Literature I
3 Credit(s)
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.

HUM504: Global and Comparative Literature II
3 Credit(s)
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.

HUM505: Global Traditions and Area Studies I
3 Credit(s)
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.

HUM506: Global Traditions and Area Studies II
3 Credit(s)
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.

HUM510: A History of Technology
3 Credit(s)
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.

HUM545: Research Colloquium
1-3 Credit(s)
Research colloquium may be taken for 1-3 credits to fulfill the doctoral research requirement.

HUM581: Special Topics
1-3 Credit(s)
Students explore topics of special interest in the humanities.

HUM590: M.A. Thesis
6 Credit(s)
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
3 Credit(s)
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. *(see guidelines and appropriate forms located on the registrar's website).*
Prerequisite(s): A minimum GPA of 3.2 is required

HUM598: Internship
3-6 Credit(s)
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 120 hours (40/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 website, registrar's link).*

HUM600: Humanities Problems and Perspectives
3 Credit(s)
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
3 Credit(s)
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.
Prerequisite(s): HUM510 and HUM600 or permission of the graduate program director.

HUM610: Religion, Culture and Technology
3 Credit(s)
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.
Prerequisite(s): HUM510 and HUM600 or permission of the graduate program director.

HUM617: Political Philosophy and Technology
3 Credit(s)
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.
Prerequisite(s): HUM510 and HUM600 or permission of the graduate program director.

HUM618: Humanities Theory, Method and the Disciplines
3 Credit(s)
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.
Prerequisite(s): HUM510 and HUM600 or permission of the graduate program director.

HUM620: Social Transformation through Art
3 Credit(s)
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.
Prerequisite(s): HUM510 and HUM600 or permission of the graduate program director.

HUM625: Ethics and Modern Technology
3 Credit(s)
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.
Prerequisite(s): HUM510 and HUM600 or permission of the graduate program director.

HUM630: Modern Literature and the Human Condition
3 Credit(s)
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 21st century.
Prerequisite(s): HUM510 and HUM600 or permission of the graduate program director.

HUM635: Culture, Society and the Global Condition (Capstone Course)
3 Credit(s)
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.*

HUM645: Research Colloquium
1-3 Credit(s)
Research colloquium may be taken for 1-3 credits to fulfill the doctoral research requirement.

HUM680: Dissertation Research and Writing
3 Credit(s)
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

INR500: Research Methods
3 Credit(s)
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 appropriate research questions, a literature review, qualitative and quantitative approaches, 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. Ethical issues are explored in some depth. (Offered on campus and online in the fall and spring and online in the summer.)

INR511: Philosophical Foundations of Politics
3 Credit(s)
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. (Offered on campus in the fall and online May-June.)

INR512: Justice and Order in International Relations
3 Credit(s)
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. (Offered on campus in the fall and online January-March.)

INR513: Comparative Political Development
3 Credit(s)
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. (Offered on campus in the spring and online July-August.)

INR516: Identity, Harmony, and Conflict
3 Credit(s)
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? (Offered on campus in the fall and online May-June.)

INR522: Integration and Globalization Politics
3 Credit(s)
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. (Offered online March-May.)

INR531: Just and Unjust Wars
3 Credit(s)
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. (Offered on campus in the spring and online September-October.)

INR533: International Political Economy
3 Credit(s)
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. (Offered on campus in the spring and online October-December.)

INR534: Environmental Justice
3 Credit(s)
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?

INR542: Dispute and Conflict Resolution
3 Credit(s)
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. (Offered online January-March.)

INR552: Terrorism and Transnational Crime
3 Credit(s)
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. (Offered on campus in the fall and online March-May.)

INR562: International Organizations and Law
3 Credit(s)
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? (Offered self-paced online year round.)

INR571: International Human Rights
3 Credit(s)
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. (Offered online September- October.)

INR572: Complex Humanitarian Emergencies: Prevention and Responses
3 Credit(s)
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. (Offered online October-December.)

INR586: Politics of the Middle East
3 Credit(s)
This course focuses on the international relations and comparative politics of the states in the Middle East. Topics that will be examined include Islam in a sociopolitical context, state formation and consolidation, the Israeli-Palestinian conflict, democratization, and human welfare. A great part of the course's methodology relies on student collaborative work. The course does not require prior study of the Middle East.

INR590: Thesis
6 Credit(s)
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
3 Credit(s)
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. *(see guidelines and appropriate forms located on registrar's website).*
Prerequisite(s): A minimum GPA of 3.2 is required

INR592: Topical and Regional Issues in International Relations
3 Credit(s)
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
3 Credit(s)
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
3 Credit(s)
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 120 hours for three credits of on-the-job experience occurring within a semester. *(See guidelines and appropriate forms located on University's website, Registrar's link).*

Management

MGT502: Managing in a Global Economy
3 Credit(s)
This course presents the backgrounds, patterns and practical management and operations of domestic, international, multinational and global businesses. Consideration will be given to management and organizational theories as they apply to contemporary organizations including manufacturing, hotels, service industries, for-profit, non-profit, social and entrepreneurial ventures. Topics include working with regulations such as European Union (EU), North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), and Normal Trade Relations (NTR) status as it relates to transnational corporations, global trade and global financial flows. The importance of international human resources management working with labor customs and regulation; respecting varying cultural environments; and identifying and developing global competencies will be covered. The interactions between business policies and the host country's sociopolitical and economic environment are investigated. Use of case studies provides practical application of theories to enhance learning. No pre-requisite. Should be one of the first courses in program. Available online and on campus. Online: September-October and March- May

MGT503: Business Law
3 Credit(s)
This course concentrates on the regulatory issues facing organizations, and compliance requirements. 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 (including compliance) are applied in a variety of business settings, and how to mitigate legal risk. *Available online.*

MGT509: Human Resources Management
3 Credit(s)
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, personal career development, and effective accommodation of employees in contemporary organizations will be explored. *Available online.*

MGT510: Managing Business Operations
3 Credit(s)
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. *Available online.*
Prerequisite(s): Quantitative Analysis, Calculus and/or Statistics or equivalent or permission of the instructor.

MGT524: Entrepreneurial Enterprise
3 Credit(s)
This course provides the entrepreneurial knowledge and skills to lead an entrepreneurial unit within an organization, or develop a new venture. Topics include identifying market opportunities, research and feasibility studies, strategic business planning, operations, sustainability, funding alternatives, marketing strategies, and budgeting. Available online.

MGT525: Social Entrepreneurship and Social Enterprise
3 Credit(s)
Social entrepreneurship and social enterprise are business models that utilize innovative ideas and the market place to help solve difficult social problems. Students in this course will learn how to solve social problems by employing either a for-profit or not-for-profit market-based solution. Students will gain skills to identify, analyze, implement and assess potential enterprises that will create and sustain social value while focusing on the needs of the intended target market.

MGT527: Leading Innovation
3 Credit(s)
Innovation can be in many forms such as management, cultural, systems and marketing. Competition and change in a global economy requires dynamic innovation including entrepreneurship and intrapreneurship skills. This course introduces students to methods of leading and implementing change. Approaches to maximize opportunities for innovation will be studied.

MGT530: Building Value Through Marketing
3 Credit(s)
Students examine the tools and techniques of managing marketing activities and decision-making skills needed for profit and non-profit businesses in the domestic and international marketplace. They explore principles and concepts including product positioning, development and policy; pricing; distribution; effective communication, social media marketing, and sales management methods as well as segmentation, targeting, and positioning to recognize and solve marketing problems. *Available online.*

MGT540: Social Justice and Business Ethics
3 Credit(s)
With the extensive globalization of the economy, the explosion of worldwide communications and educational changes, this course takes a global perspective on major corporate ethical, legal and governance issues impacting our daily lives whether as entrepreneurs, managers, business professionals, investors or consumers. Focusing on global business workings, students will examine enduring concepts of what it means to do business in an ethical, legal and just manner. Case studies will be used to explore contemporary applications of shareholder versus stakeholder corporate governance and human rights questions as they impact global business, regarding bribery and corruption, consumer protection, developing economies, worker health and safety, child labor, environmental protection and professional codes of ethics. *Available online.*

MGT550: Non-profit Management
3 Credit(s)
Including strategy, planning, budgeting, legal issues, non-profit industry, administrative, organizational issues, ethical concerns, service assessment/quality control, board development and governance by volunteers and trustees, management of funding and regulatory issues, theories of philanthropy, legal structure of non-profits.

MGT551: Fundraising and Marketing for Non-profits
3 Credit(s)
Grant writing, fundraising campaigns, giving, major gifts, resource development, philanthropy, marketing products/services. Uses of social media, telethons, importance of annual funds, donor outreach, and networking and locating potential funding sources (such as local and national organizations).

MGT552: Non-profit Financial Management
3 Credit(s)
Including reporting, responsible decision-making based on data, resource allocation (and stewardship of resources), decision and control processes, capital project analysis, expenditures and budgeting. Ethical financial considerations, financial accounting and reporting standards under FASB (Financial Accounting Standards Board), donor imposed stipulations, functional expenses (mandatory and voluntary), management, fund-raising and management expenses.

MGT554: Business Foresight and Futuring
3 Credit(s)
This course will provide an introduction to the concept of strategic foresight (futures studies, futuring) and its specific application to the business world. The class will explore strategic foresight as a field, including its origins and place in current business thinking. Basic terminology, concepts and theories will be discussed. Common futures methods will be described and practiced. The class will get an introduction into how businesses and other organizations systematically explore the future and what major trends and emerging issues are impacting their world.

MGT555: Organizational Transformation and Change
3 Credit(s)
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.*

MGT558: Management of Cyber Opportunities and Threats
3 Credit(s)
Information is one of the most important assets of today's organizations. Breaches of privacy, hacking of operating systems, and cybercrime including theft of corporate intellectual property can damage an organization's brand integrity, credibility, customer trust, and even their overall value. This course provides an understanding of opportunities and vulnerabilities in cyberspace, and examines advantages and risks of new technology opportunities, risk assessment related to security breaches and privacy, data protection and loss, intellectual property, industrial espionage, vendor and customer relationships, business continuity and resiliency planning. Focus is placed on preventing and mitigating such risks through employee awareness and training, strategic thinking in cybersecurity policy development and disclosure, network security and intrusion prevention measures, contractual agreements with vendors, data recovery plans, incidence response plans, user responsibility agreements, compliance and legal issues.

MGT561: Financial Management
3 Credit(s)
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. *Available online.*
Prerequisite(s): six credits of Accounting or equivalent or permission of instructor.

MGT562: Managerial Accounting
3 Credit(s)
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. *Available online.*
Prerequisite(s): six credits of Accounting or equivalent or permission of instructor.

MGT567: Creative Problem-Solving
3 Credit(s)
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.

MGT569: Managerial Decision-Making
3 Credit(s)
This course prepares students to make data-informed decisions using research methods, research reports, analysis of financial statements, assessment measures, raising capital by reviewing a variety of fundraising methods and more. Students learn to develop and analyze strategic plans and budgets based on organizational competencies and direction.

MGT575: Strategic Management and Business Policy
3 Credit(s)
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.*
Prerequisite(s): MGT 502 MGT 503 MGT 510 MGT 540 MGT 558 MGT 562 MGT 567

MGT581: Special Topics
3 Credit(s)
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 website.*

MGT589: Innovation and Strategic Management (required program capstone)
3 Credit(s)
This course enables students to understand and create a strategic mission, organizational structure, future forecasting and a sustainable, ethical, socially responsible project for a service and/or profit. Students will work on a team project to design and analyze opportunities, strengths, weaknesses and threats of their creative or assistive project for a real organization. This capstone project will include marketing, budgeting, human resource allocations, legal considerations and community impact.

MGT591: Independent Study
3 Credit(s)
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. *(see guidelines and appropriate forms located on the registrar's website).*
Prerequisite(s): A minimum GPA of 3.2 is required

MGT598: Internship
3 Credit(s)
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 120 hours for three credits of on-the job experience occurring within a semester. *(see guidelines and appropriate forms located on the University website, registrar's link).*

Nursing

NUR500: Research Methods
3 Credit(s)
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 appropriate research questions, a literature review, qualitative and quantitative approaches, research designs, and 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. Ethical issues are explored in some depth. *Cross-listed with* ADJ 500 HUM 500

NUR505: Role of the Advanced Practice Nurse
3 Credit(s)
Seminar focusing on leadership concepts and professional values as they apply to the advanced practice nurse in a variety of settings at all levels of prevention. This course provides an integration of science-based theory and concepts with an emphasis on role transition and synthesis. Professional issues, collaboration, scope of practice, and advocacy are emphasized.

NUR510: Theoretical Foundations for Advanced Practice Nursing
3 Credit(s)
An introduction to the philosophy of science as well as the nature and purpose of theory are presented. Selected nursing theories and theories from other disciplines are analyzed and evaluated in relation to their application to advanced practice nursing.

NUR512: Advanced Health Assessment
3 Credit(s)
Advanced health assessment and diagnostic reasoning focuses on assessment of health status of individuals and families throughout the lifespan addressing cultural and developmental variations. Diagnostic reasoning is emphasized as the decision making process which differentiates normal from abnormal health states.
Prerequisite(s): BIO 503

NUR514: Advanced Healthcare Informatics
3 Credit(s)
This course focuses on application and innovation related to the collection, development, organization, analysis, and dissemination of information and technology in an interdisciplinary health care environment. Students are introduced to the role of the healthcare informaticist, healthcare information systems and the information system life cycle, the electronic health record (EHR), telemedicine, clinical decision-making tools, and other technology useful for enhancing healthcare delivery and patient safety.

NUR520: Research for Evidence-Based Practice
3 Credit(s)
The study of scientific research as it is applied to advanced practice nursing. Emphasis is placed on the role of the advanced practice nurse in research formulation and utilization.

NUR533: Family Theories
3 Credit(s)
This course explores family theory and complex intergenerational systems. The principles governing behavior and the dynamic roles that family plays in the health of its members are discussed. Emphasis is placed on the synthesis of theory and therapeutic interventions within families.
Prerequisite(s): NUR 505

NUR535: Pharmacologic Principles for Advanced Practice Nursing
3 Credit(s)
The study of pharmacologic principles and nursing prescriptive authority for the management of common and complex problems.
Prerequisite(s): BIO 503

NUR538: Health Promotion Across the Lifespan
3 Credit(s)
This course examines strategies for promoting health and maximizing wellness. Health promotion activities that integrate concepts of growth and development are discussed. Evidence-based practice standards and national initiatives for intergenerational health promotion and disease prevention are used. Management strategies to maximize wellness are introduced.
Prerequisite(s): BIO 503

NUR540: Application of the Advanced Practice Nurse Role I
3 Credit(s)
This clinical course facilitates implementation of the role of the advanced practice nurse. In consultation with faculty, students select an area of clinical practice and implement advanced clinical decision making in the provision of evidence based nursing care with an emphasis on health and wellness.*120 clinical hours 120 Clinical Hours*
Prerequisite(s): BIO 503 NUR 512, NUR 535

NUR550: Managing Common Health Conditions
3 Credit(s)
This course concentrates on the role of the advanced practice nurse in the coordination and management of common health conditions for persons across the life span. Focus is on the assessment, diagnosis, clinical management, and education of persons within primary care settings.
Prerequisite(s): BIO 503 NUR 512 NUR 535

NUR552: Managing Complex Health Conditions
3 Credit(s)
This course focuses on the role of the advanced practice nurse in the coordination and management of complex health conditions and restoration of health for persons across the lifespan. Emphasis is on the assessment, diagnosis, management, and education of persons within primary care settings.
Prerequisite(s): NUR 550

NUR555: Application of the Advanced Practice Nurse Role II
3 Credit(s)
This clinical course facilitates implementation of the role of the advanced practice nurse. In consultation with faculty, students select an area of clinical practice and implement advanced clinical decision making in the provision of evidence based nursing care with an emphasis on common health conditions in primary care settings.
Prerequisite(s): NUR 538, NUR 540, NUR 550 NUR 552

NUR565: Application of the Advanced Practical Nurse Role III
6 Credit(s)
Continued focus on the clinical development of the advanced practice nurse. Emphasis is on the implementation of interdisciplinary care for complex health conditions in primary care settings. *240 Clinical Hours*
Prerequisite(s): NUR 552, NUR 555

NUR615: Ethical Issues in Advanced Practice Nursing
3 Credit(s)
This course examines ethical issues in advanced practice nursing. Theoretical underpinnings of ethical decision making are discussed. The responsibilities of the advanced practice nurse as a patient advocate are analyzed.
Prerequisite(s): NUR 565

NUR620: Epidemiology
3 Credit(s)
Focus on the application of the principles of epidemiology to the planning, implementing, and evaluating of population based health care services. Emphasis is placed on the use of epidemiological and biostatistical methods of reasoning to draw inferences about strategies at all levels of prevention.

NUR625: Organizational and Systems Leadership in Healthcare
3 Credit(s)
This course explores critical topics in organizational and systems leadership that emphasize collaboration and communication strategies to move interdisciplinary groups toward common goals and objectives. Students will examine professional relationships within health care systems and identify strategies to positively influence health care quality and ensure patient safety.
Prerequisite(s): NUR 565

NUR633: Business and Legal Aspects of Advanced Practice Nursing
3 Credit(s)
Business and legal aspects relevant to establishing and maintaining an advanced nursing practice are critically analyzed. Aspects such as consulting, contracting, budgeting, profit analysis, billing, and reimbursement practices are discussed.

NUR650: DNP Capstone Project: Development
3 Credit(s)
Synthesis of theoretical and empirical evidence, including health outcomes data, to identify and plan a doctorate of nursing practice (DNP) project that addresses a need identified in a clinical setting. DNP projects, based on an understanding of the environmental influences, aim to benefit groups, populations, or communities and can include changes in policies, procedures, or programs. *120 Clinical Hours*
Prerequisite(s): NUR 500, NUR 615, NUR 620, NUR 633

NUR655: DNP Capstone Project: Implementation
6 Credit(s)
Synthesis of theoretical and empirical evidence, including health outcomes data necessary to implement a doctorate of nursing practice (DNP) project that addresses a need identified in a clinical setting. DNP projects, based on an understanding of the environmental influences, aim to benefit groups, populations, or communities and can include changes in policies, procedures, or programs.
Prerequisite(s): NUR 650

NUR660: DNP Capstone Project: Evaluation
6 Credit(s)
Synthesis of theoretical and empirical evidence, including health outcomes data necessary to evaluate a doctorate of nursing practice (DNP) project that addresses a need identified in a clinical setting. DNP projects, based on an understanding of the environmental influences, aim to benefit groups, populations, or communities and can include changes in policies, procedures, or programs. *200 Clinical Hours*
Prerequisite(s): NUR 655
Biology

BIO503: Advanced Physiology and Pathophysiology
3 Credit(s)
System-focused content addresses the normal physiologic and pathologic mechanisms of disease that serve as the foundation for advanced clinical assessment, decision-making, and management. Physiologic changes are compared and contrasted over the life span; and developmental physiology, normal etiology, pathogenesis, and clinical manifestations that are commonly found are also addressed.

Psychology

PSY510: Applied Behavior Analysis: Ethics and Professional Conduct
3 Credit(s)
The curriculum content for this course is based on the BCBA Professional Disciplinary and Ethical Standards and the Guidelines for Responsible Conduct for Behavior Analysts (BCBA, 2010). Practicing within the limits of professional competency (A-07), and the ethical implications of various treatment designs (D-09) are stressed. Students will apply the ethical principles of the field of behavior analysis to a variety of case studies illustrating ethical decision making in professional practice.

PSY511: History of Behaviorism
3 Credit(s)
This course addresses the historical development of behaviorism through examination of both primary and secondary sources. Emphasis will be placed on the parallel development of the philosophy of behaviorism and resulting development in research and treatment techniques.

PSY513: Educational Psychology
3 Credit(s)
This course in Educational Psychology will focus on how students learn and effective teaching practices. A variety of successful teaching strategies will be studied with an emphasis on behavioral techniques that maximize student learning, objective setting, curriculum development, classroom management and assessment of student learning.

PSY520: Applied Behavior Analysis: Concepts and Principles
3 Credit(s)
This course is intended to provide the student with a solid knowledge of the foundational principles of behavior analysis. Successful completion of this course indicates that the student is able to discuss the philosophical assumptions of behavior analysis as well as define and provide examples of the basic behavioral phenomena observed in classical and operant conditioning (Topics F-01 to F-46 of the BCBA Fourth Edition Task List).

PSY521: Health Psychology
3 Credit(s)
This course in Health Psychology focuses on using behavioral principles in the prevention of illness and death and in promoting healthy lifestyle choices. Health damaging personal habits are the leading cause of death in America, therefore there is great importance to learn to assess for behavioral risk factors, to use early prevention techniques and to promote changes to life threatening practices. The emphasis will be on the implementation of behavioral and cognitive strategies for change. The behavioral medicine practices used to manage chronic illnesses and pain control will be studied. Self-management techniques and behavioral indices of change will be emphasized.

PSY523: Autism Spectrum and Other Developmental Disabilities
3 Credit(s)
This course emphasizes the application of ABA techniques to children and adults with autism and other developmental disabilities. Topics include the historical development of evidenced-based treatments for these populations, cultural and treatment system interactions, curriculum materials and assessment techniques.

PSY525: Abnormal Psychology
3 Credit(s)
Topics in this course include an in-depth exploration of several widespread conditions, including, but not limited to, the anxiety disorders, somatoform and dissociative disorders, mood disorders, and schizophrenia. The current edition of the Diagnostic and Statistical Manual of Mental Disorders will serve as the explanatory basis for the description and analysis of these dysfunctional conditions.

PSY530: Applied Behavior Analysis: Measurement, Data Analysis and Research Design
3 Credit(s)
This course requires the student to demonstrate an in-depth knowledge of measurement and research design in behavior analysis. The foundational measurement concepts (F-47 to F-50) of the BCBA Fourth Edition Task List will form the basis of mastery of the measurement (M-01 to M-15) and experimental design (X-01 to X-12) tasks.

PSY533: Organizational Behavior Management
3 Credit(s)
Improving human functioning in the workplace is the goal of the Organizational Behavior Management subfield of ABA. Human behavior in the workplace is studied to match job skills to employee applicants and provide job training for success; and to identify organizational structures that improver worker performance. This course emphasizes evidenced-based behavioral approaches shown to increase job satisfaction, worker efficiency and employee retention in organizations.

PSY540: Applied Behavior Analysis: Behavior Change Techniques and Procedures
3 Credit(s)
This course addresses the wide variety of behavior change techniques and procedures enumerated in the Fourth Edition Task List (TE-01 to TE-21 and TP-01 to TP-13). Academic class work will be supplemented by observations of behavior analytic treatments delivered in the home or treatment center. Students are encouraged, but not required, to have completed PSY520.

PSY550: Applied Behavior Analysis: Behavioral Assessment and Selecting Interventions
3 Credit(s)
These client-centered skills include the ability to take a scientific approach to problem identification (A-01 to A-08), assessment (C-01 to C-12) and selection of intervention techniques (D-01 to D-15). This course provides the student will the skills to develop a comprehensive approach to program design for individual clients.
Prerequisite(s): PSY 520

PSY551: Critical Thinking and Decision Making in Psychology
3 Credit(s)
This course focuses on developing the skills the student needs to discriminate evidence-based programs from those based on pseudoscience and "pop" psychology. On completion of this course, the student will have an understanding of the social and cognitive variables involved in decision making, why apparently irrational decisions hold such attraction and how we can think more carefully about evidence that we should and shouldn't trust.

PSY560: Applied Behavior Analysis: Systems, Management and Superv
3 Credit(s)
A Board Certified Behavior Analyst must be able to insure the quality of the services provided by the direct service staff under his/her supervision. This course develops the skills necessary for the effective management of applied behavior analytic programs within the treatment setting. As detailed in Fourth Edition Task List (E-01 to E-10), the course curriculum will include the best practices for maintaining optimal client services including treatment documentation, staff training and supervision and program evaluation.

PSY570: Applied Behavior Analysis: Intensive Practicum
3 Credit(s)
The Intense Practicum in Applied Behavior Analysis is designed to provide the student with supervised experience in applied behavior analysis (ABA) as part of the preparation for the national certification exam to become a Board Certified Behavior Analyst (BCBA). Students will begin their experience observing the delivery of ABA treatments and proceed through the final training stages to develop and implement treatment protocols. This practicum experience was developed according to the guidelines specified by the Behavior Analysis Certification Board and Salve Regina University's requirements for field placement courses. This course may be taken more than once.
Prerequisite(s): Permission of Instructor.

PSY580: Applied Behavior Analysis: Individual Research
3 Credit(s)
Thesis option, may be taken twice.

Rehabilitation Counseling

RHB500: Research Methods
3 Credit(s)
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 appropriate research questions, a literature review, qualitative and quantitative approaches, 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. Ethical issues in research are explored in depth. *Available online or classroom.*

RHB505: Foundations of Rehabilitation and Mental Health Counseling
3 Credit(s)
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: Human Growth and Development
3 Credit(s)
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.

RHB509: Counseling and Personality Theory
3 Credit(s)
Building on basic interviewing and assessment skills, students study the major counseling theories and the related theories of personality development. This course provides the opportunity to examine the theoretical perspectives of 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 or classroom.*

RHB513: Couples and Family Counseling
3 Credit(s)
The course traces the history of systems theory as it evolved within several disciplines and how it is applied to the treatment of couples and families. Students explore the multiple theories that frame the foundation for practice with families including general systems theory. 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. *Prerequisite(s):* RHB 508 and RHB 509

RHB516: Group Process
3 Credit(s)
The study of small groups is multi-faceted and cuts across many social science disciplines. This course provides 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 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 practice leading a group under supervision in the classroom. *Cross-listed with* RHB 508 RHB 509 RHB 513

RHB520: Practicum and Seminar I: Motivational Interviewing
3 Credit(s)
Students are expected to work a minimum of 10 hours per week in the field as a counselor intern, supervised by an on-site counselor approved by the University. In addition, students attend and participate in a seminar focused on developing competency in Motivational Interviewing. Emphasis is placed on the development of basic listening and reflecting skills. The impact of age, gender, disability and ethnic diversity on the counseling process is explored.

RHB521: Practicum and Seminar II
3 Credit(s)
Students are expected to work a minimum of 20 hours per week (300 hours for the semester) in the field as a counselor intern, supervised by an on-site 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. Students explore more advanced issues of counseling outlined in Practicum I. As well as clinical skills, students develop an understanding of case conceptualization, case recording, case management, case referral and services.
Prerequisite(s): RHB 508 RHB 509 RHB 520 RHB 540 RHB 542 and RHB 550

RHB527: Substance Abuse Counseling and Rehabilitation
3 Credit(s)
The 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 become more informed with issues related to co-dependency. The application of relevant counseling theories is explored. Discussions occur evaluating the implications of substance use and abuse for employment, independent living and inclusion. Substance abuse as part of co-occurring disorders is examined.

RHB535: Career Development and Counseling
3 Credit(s)
Students study the major career development theories and decision-making models and discuss the implications of these theories and models toward understanding functional capacity. Students learn the importance of the concept of a career ladder 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 use labor market information and multimedia and other electronic resources as career counseling tools. Topics for discussion include reasonable accommodations, informed choice, assistive technology, functional capacity, benefits analysis and work incentives. Students identify other significant life components that may impact career counseling outcomes including work environment, family, multicultural, gender, and health issues.

RHB540: Medical and Psychological Aspects of Disability
3 Credit(s)
Students learn significant medical and functional components of disabilities with particular attention to the implications for work and independent living. Major categories of disabilities are examined and explored in relationship to psychosocial factors. Students acquire working knowledge of the use of community resources and the medical terminology to assist in the development of appropriate individualized rehabilitation treatment plans. Students develop an understanding of the basis for the diagnostic and prognostic judgments in assessing a client's functional capacity.
Prerequisite(s): RHB 508 and RHB 509

RHB542: Evaluation and Assessment
3 Credit(s)
Specific evaluative tools are examined including intelligence, ability, achievement, interests, attitudinal, and personality instruments along with situational assessment and observation procedures. Student develop an understanding of psychometric statistics including reliability and validity. Students approach evaluation from a holistic assessment of the individual. Ethical, cultural and social factors are considered with emphasis on a comprehensive understanding of the functional capacity of the individual. Students develop the capacity to evaluate, select, administer, and interpret appropriate assessment instruments to use in the context of a counseling relationship.
Prerequisite(s): RHB 508, RHB 509, RHB 540 and RHB 601

RHB550: Vocational Rehabilitation, Case Management and Employment
3 Credit(s)
Students acquire knowledge for job development and appropriate job placement based on the interests and functional capacities of individuals with disabilities. As part of the process, students develop the skills for building partnerships with the client 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. Reasonable accommodation, universal design, assistive technology, job analysis and modification, identification of transferable skills, supported employment, job skill training and job clubs are also discussed and applied to case studies. Students learn best practices for conducting labor market surveys as part of the career counseling process. *Available online or classroom.*
Prerequisite(s): RHB 509,RHB 513, RHB 540, RHB 542 and RHB 601

RHB570: Rehabilitation Counseling Internship and Seminar
6 Credit(s)
Students work in the field for 600 hours in a rehabilitation agency in the role of clinical rehabilitation and mental health counselor 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 and mental health counseling services and should include group work as well as individual counseling services. The internship must be supervised for an average of one hour per week by a MA level certified counselor approved by the University. Students are 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.
Prerequisite(s): RHB 508, RHB 509, RHB 513, RHB 540, RHB 542, RHB 550 and RHB 601

RHB581: Special Topics
3 Credit(s)
Special topics courses with rehabilitation counseling content are offered on a periodic basis.

RHB601: Cross-Cultural Counseling
3 Credit(s)
Effective practice requires an understanding of the cultural, psychological and social factors that affect individuals with disabilities. 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.
Prerequisite(s): RHB 508, RHB 509 and RHB 513

RHB603: Psychopharmacology for Mental Health Professionals
3 Credit(s)
This course examines the fundamentals of drug pharmacology and drug interactions. Lectures will review current psychotropic medication protocols as well as herbal and nutraceutical complements to psychotherapy and therapeutic interventions.
Prerequisite(s): RHB 570

RHB605: Diagnosis and Assessment: DSM V and ICD 10
3 Credit(s)
Students 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. The use of the ICD 10 and its emphasis on functional abilities is incorporated in the assessment process. Students examine recommended treatments including biological, behavioral, cognitive and psychosocial. The application of relevant diagnostic assessments and approaches are explored.

RHB608: Advanced Internship II and Seminar in Mental Health: DBT
3 Credit(s)
This seminar provides a comprehensive overview of past and current psychotherapeutic approaches with the primary focus being placed on the cognitive behavioral, evidence -based therapeutic intervention, Dialectic Behavioral Therapy (DBT) that is used for treatment of Borderline Personality Disorder (BPD) as well as other mental health related issues. Students gain familiarity and insight into the practical application of this intervention through discourse and subsequent practice with fieldwork application. Additionally, this seminar addresses principles of crisis intervention for people with mental health disabilities during crises, disasters and trauma -causing events. Students learn to implement effective crisis assessment tools for clients that are in overwhelming emotional turmoil and recommend the appropriate clinical intervention(s) based upon the aforementioned tools. Students are required to complete a minimum of 500 hours over a four month period as a clinical rehabilitation and mental health counselor intern. Students must be supervised one hour per week under the supervision of a MA level licensed on-site counselor approved by the University.
Prerequisite(s): RHB 570, RHB 603 and RHB 605

RHB609: Advanced Internship II and Seminar in Mental Health: Trauma-Informed Care
3 Credit(s)
This course is a second four month period of advanced internship. Students continue to work as a clinical rehabilitation and mental health counselor-intern for a minimum of an additional 500 hours. Students must be supervised one hour per week under the supervision of a MA level licensed on-site counselor approved by the University.

This seminar provides students with a comprehensive overview of treating traumatic stress disorders to include discussion of etiology and conceptualization as well as familiarization of relevant assessment measures and appropriate therapeutic interventions for clinicians to apply in individual or community-based practice. Select trauma impacted populations which are discussed in detail include: survivors of sexual/emotional/physical abuse, combat, natural disasters, terrorism, serious mental illness and unexpected loss and bereavement. Students develop a case formulation and treatment plan specifically applicable for a trauma survivor population that can be used to serve as a practical template to be adopted for subsequent use. Students formally present this formulation and plan to their peers during a class presentation.
Prerequisite(s): RHB 570, RHB 603 and RHB 605