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### Salve Regina University Graduate Catalog 1994-1996

Salve Regina University

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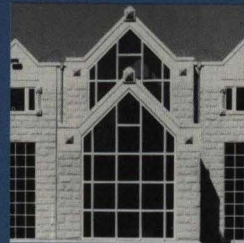


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# SALVE REGINA UNIVERSITY

N E W P O R T ,   R H O D E   I S L A N D



1994 - 1996 GRADUATE CATALOG



# SALVE REGINA UNIVERSITY

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NEWPORT, RHODE ISLAND  
02840-4192

TELEPHONE 401-847-6650



A COEDUCATIONAL UNIVERSITY OF ARTS AND SCIENCES

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1994 - 1996 GRADUATE CATALOG

ALLEN, B. J.

ALLEN, B. J.



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## FOREWORD

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*In the publication of this catalog, we reaffirm the hope of all at Salve Regina University that students will be helped here to become their best selves as they use the opportunities provided for them in their moves toward those goals to which they aspire. We want to provide all who come to the University with the opportunity to learn about our values, about a Catholic Christian community, about the educational tradition of the Sisters of Mercy, about academic excellence, and about intellectual and moral integrity.*

*At the same time, we are aware that education is the industry in which the consumers manufacture their own products. That is, students educate themselves, using their own intelligence, ingenuity, drive, and the opportunities available to them at their chosen university. This catalog will be a guide in this endeavor.*

*We hope all will use the opportunities available at this University to educate themselves, to search for that good purpose to which they ought to devote their lives, and to prepare fully to help others, as well as themselves, to achieve their goals. We will do all we can to help in this endeavor.*





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## **BRIEF HISTORY AND GENERAL DESCRIPTION**

In 1934, the State of Rhode Island granted a charter to form a corporation named Salve Regina College. The Charter was amended in June, 1991, to effect the change of the name of the Corporation to Salve Regina University. Organized under the sponsorship of the Sisters of Mercy, Salve Regina was established as an independent university in the Catholic tradition of education, which acknowledged the critical importance of higher education for women and for men. The efforts of its founders became visible in 1947 with the acquisition of the property that enabled the University to welcome its first class of 58 students.

The undergraduate academic programs include a strong liberal arts base and thirty-two concentrations in the arts, the sciences, management, computer, business, information systems, nursing, education, and social work. The master's degree, first offered in 1974, now includes fifteen concentrations. In 1989, the University initiated a humanities program leading to the doctoral degree. Thus the curriculum presently provides opportunities for over fifty areas of concentration leading to an associate, bachelor's, master's, or doctoral degree.

Presently serving 2,200 men and women from 40 states and 23 foreign countries, and over 10,000 alumni, the University is located in Newport, Rhode Island. Purchases, gifts, new construction, and the availability of property for University use in the Ochre Point section of Newport have expanded the campus to accommodate the needs of the University.

## **ACCREDITATION AND MEMBERSHIP**

The University is accredited by the New England Association of Schools and Colleges, Inc. The National League for Nursing accredits the Nursing Program, which is approved by the Rhode Island Board of Nurses Registration and Nursing Education. The elementary, secondary, and special education programs are interstate-approved, and students completing these programs have certification in approximately thirty-six states. The Social Work Department 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 University is a member of numerous organizations concerned with the advancement of higher education, including the Association of American Colleges, American Council on Education, American Association of Colleges for Teacher Education, American Association of Collegiate Registrars and Admission Officers, College Entrance

Examination Board, Council for the Advancement and Support of Education, National Association of College Admission Counselors, National Catholic Educational Association, Association of Catholic Colleges and Universities, Mercy Higher Education Colloquium, Association of Mercy Colleges, Council on Social Work Education, and Council for the Advancement of Small Colleges. The University is a member of Division III of the National Collegiate Athletic Association and the regional subdivisions of this organization.

## **MISSION AND OBJECTIVES**

All members of the University community—administrators, faculty, staff, and students— must be aware of the mission and the objectives of the University since participation in the University involves a willingness to work within the context of this mission and these objectives.

The mission of the University is to assist students to find truth, to help them become their own best selves, and to encourage them to help others become their own best selves. To help students with respect to their ultimate goals and dignity as persons and simultaneously with respect to their working for the good of those societies in which, as members, they will participate and in whose responsibilities they will share is the objective of the University. To develop the art of critical thinking, to refine, to clarify, and to deepen this art within the context of Catholic values is the aim of the curriculum.

The University continually works at establishing a curriculum that will help the students to cultivate their intellects, to ripen their capacities for right judgments, to deepen their knowledge and understanding of their cultural heritage, to develop further their sense of what is good, to prepare for specific professional goals, to prepare themselves for family, professional, and civic life, and to integrate the whole of the educational pattern within a permeating knowledge of God and the relation of all things to Him.

The University recognizes its commitment as an intellectual community to serve directly the larger community within which it operates as far as its capabilities allow.

## **EXPECTATIONS OF STUDENTS**

Students are expected to become their best selves and to work consciously toward bringing forth the best in others. It is expected that students clearly understand that while they



are enrolled in Salve Regina University, they bear our name. All behavior, therefore, must reflect this reality in the social, civic, educational, and living environments in which they find themselves.

The University is committed to providing the opportunities to become educated. The student is expected to be committed to taking advantage of the opportunities provided.

Students are expected to be involved in the educational process that extends beyond the classroom as students design, create, and participate in educational opportunities with and for other members of the University and civic community. The commitment to and involvement in the educational process at the University means that all aspects of human living are to be viewed as opportunities to teach, to learn, and to grow. Students are expected to show care and concern for their own lives and their own future, but they are also expected to reach beyond themselves and exhibit care and concern for others.

### **PROGRAM ACCESSIBILITY**

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In compliance with Section 504 of the Rehabilitation Act of 1973, Salve Regina University is committed to making its services and programs accessible to all students. Salve Regina University is committed to providing the opportunity for an educational experience that is both academically and personally fulfilling. All needs re: accessibility for graduate students should be addressed to the Graduate Dean.

### **OBJECTIVES OF THE GRADUATE PROGRAM**

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Graduate programs advance the mission and objectives of the University through dual objectives: to help individuals enrolled in graduate studies to realize their full potential; and, through focused study, to provide opportunities for the individual student to explore means of helping others achieve self-actualization.

### **THE GRADUATE PROGRAMS**

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The University makes available graduate programs leading to the degrees of Master of Arts, Master of Business Administration, Master of Education, Master of Science, and Doctor of Philosophy.

Master of Arts degrees are offered in Humanities, Holistic Counseling, Human Development, Human Resource Management, and International Relations.

Master of Business Administration degree is offered with specific concentration in Management.

Master of Education degree is offered for Certified Teachers.

Master of Science degrees are offered in Accounting, Administration of Justice, Biomedical Technology and Management, Health Services Administration, Information Systems Science, Applied Mathematics, and Statistics.

The Doctoral degree is offered in Humanities.

### **NON-MATRICULATED STATUS**

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The Graduate Programs also serve university graduates who wish to continue their formal education for professional or personal enrichment but who do not wish to earn a degree. These individuals may enroll as non-matriculated special status students. Such students, however, may bring only six (6) graduate credits taken prior to matriculation into a degree program.

### **THE CAMPUS**

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The University is located on the Cliff Walk, overlooking the Atlantic Ocean in historic Newport, Rhode Island. Its scenic campus which combines a unique combination of gardens and horticultural attractions with a blend of historic and modern architecture is within walking distance of the center of the city.

The airport in Providence is less than an hour away, and Boston Logan Airport is a ninety- minute drive from Newport. The University is easily accessible by interstate highways from Providence, Boston, New York, and Cape Cod.

### **ADMINISTRATIVE FACILITIES**

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The Admissions, Business, and Registrar Offices are located in Ochre Court, the main administrative building of the University. These offices are open from 8:00 a.m. to 5:00 p.m. daily, Monday through Friday.

Classrooms, laboratory facilities, and faculty offices are concentrated in eight buildings: O'Hare Academic Center, Angelus Hall, Marian Hall, and McAuley Hall on Ochre Point Avenue; Mercy Hall on Lawrence Avenue; Cecilia Hall on Ruggles Avenue; and Tobin Hall and Miley Hall on Webster Street.



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## ACADEMIC FACILITIES

The offices of the Graduate Dean and Graduate Directors are located on the third floor of McAuley Hall.

### ACADEMIC COMPUTER LABORATORIES

The University has four academic computer labs in O'Hare Academic Center which serve students and faculty. The workstations in each lab are linked in a local area network which supports formal teaching and curricula objectives and individual learning needs. Where appropriate, these local area networks connect to a host computer for student and faculty use. The laboratories are available to students and faculty seven days a week and are geared for graduate student level unique software. The University schedules workshops, classes, and programs in the laboratories to maximize the use of facilities and ensure availability of resources.

### THE MCKILLOP LIBRARY

The McKillop Library facility provides seating for over 450 people, volume capacity for 230,000 holdings, computer research laboratories, and publishing services.

Twenty-six terminals provide access to information on the Library host and are strategically located throughout the public areas of the Library. Twenty-four intelligent terminals provide access to the University host, the Library host, and external databases. In addition, the Bibliographic Research Room is equipped with a local area network, fifteen intelligent work stations, four printers, and an instructor's work station. The Library is connected to the fiber optic network and the University telecommunications system.

On-line public access catalog and circulation systems are available to the University community. The Library has made CD-ROM based databases and the expanded Academic Index available to Library users as well as to off-campus users.

INTERNET (International Network) as a research tool is available for graduate students, and workshops in INTERNET are offered to graduate students. In addition, support is offered to graduate students in using their home-computers for access to INTERNET for research purposes. The Library provides facilities for students to develop their research skills. It has incorporated research tools appropriate for a library that supports graduate studies and research needs.

The McKillop Library is a member of the Consortium of Rhode Island Academic and Research Libraries (CRIARL). Use of CRIARL and other union lists of serials enables

faculty and students to find journals, which may then be requested through interlibrary loan. As a member of Rhode Island Interrelated Library Network (RHILINET), a multitype statewide library consortium for interlibrary cooperation and services, the Library enjoys daily delivery service, provided by the Department of State Library Services, to satisfy patrons' requests. Other materials not held by CRIARL member libraries are available through the OCLC interlibrary loan system to which the University belongs.

The Library is a United States Government Documents Depository Library. The Library selects documents relevant to academic programs and integrates them into the collection by cataloging them according to the Library of Congress Classification system.

### PUBLISHING DEPARTMENT

A publishing production center for faculty, staff, and students is located in the ground level of the McKillop Library. The Publishing Department offers Macintosh desktop publishing services and houses the main copy center for the University.

### MILEY HALL

The Cafeteria, the Fitness Center, the Chaplain's Office, and the Office of Safety and Security are located in Miley Hall.

### NORTH AND SOUTH HALLS

Health Services, Counseling Services, and the Career Development Center are located in the North and South Hall complex. North and South Halls are conveniently located across from Miley Hall.

### WAKEHURST CAMPUS CENTER

The Wakehurst Campus Center is located at the center of the campus, next to the McKillop Library. The Text Bookstore and Mailroom are on the lower level of this building. On the first floor are located the Bookstore Boutique, the Global Cafe, and the Conference Center.

### HOUSING

The Housing Office, located in Wakehurst, offers a rental listing service of properties available in the Newport area. The staff acts as a resource to students, staff, and faculty searching for housing, and refers them to real estate agents in the local community.



**PARKING AND VEHICLE REGISTRATION**

All faculty, staff, and students, full- or part-time, are required to register their vehicles with the Safety and Security Office and to obtain a Salve Regina parking sticker. The Safety and Security Office is located in Miley Hall and is available on a 24-hour basis.

Each person may register one car on campus. The decal received will be valid for one session. There is a fee each time a car is registered. Should the person change cars during the semester, a nominal fee will be charged to cover the expense of issuing a new decal.

The various areas on campus where parking is permitted are clearly posted. It is the obligation of each student to become familiar with specific regulations. These regulations are distributed with the decal. Fines are levied on students who do not observe parking regulations; abuse may result in the towing of automobiles.

The Safety and Security Office has the authority to tow away at the owner's expense any car parked on Salve Regina University property that is in violation of posted parking signs and these regulations.

**STUDENT IDENTIFICATION**

Photo identification cards are issued to all new students by the University Safety and Security Office in Miley Hall at the beginning of each session. These ID cards must be retained until graduation. Validation stickers are issued to students registered for course work each session. Identification cards are required for access to the Academic Computer Laboratories, University Library, specific functions, specific buildings or events. Prior to receiving a validation sticker, the student must be registered for the session for which the card is valid and must have satisfied all financial obligations to the University. A replacement fee will be charged for lost IDs.

**MAIL BOXES**

Mail boxes are available for assignment to students upon presentation of student identification cards to the mailroom clerk. The mailroom is located on the ground floor of the Wakehurst Campus Center.

**TELECOMMUNICATIONS**

All students may receive an individual voice mailbox through which the student has the ability to record a personal greeting, to receive and record unlimited private messages, to forward messages to other extensions, and to send messages to other mailboxes. Students can also receive messages from any touchtone phone off-campus.

**OFF-CAMPUS LOCATIONS**

For the convenience of students, the University may offer some graduate courses at off-campus locations on a regular basis. Students should consult the latest Schedule of Classes booklet for scheduling information.

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**ADMISSIONS INFORMATION**

Students are admitted to the Graduate School by the Admissions Committee. Acceptance into a specific graduate program must progress through the matriculation process as it relates to the Application for a Specific Program or the Application for Doctoral Study.

Candidates for admission to Graduate Studies are selected by a Graduate Admissions Committee. The qualifications of each applicant are evaluated by this committee so that individuals who give evidence of academic ability, intellectual curiosity, motivation for personal growth and development are selected without regard to age, race, sex, creed, national or ethnic origin, or handicap.

**APPLICATION PROCEDURES**

In order to apply for admission to Graduate Studies, the following materials must be sent to the Admissions Office:

1. Completed application with the application fee.
2. Official transcripts from ALL degree-granting institutions attended by the applicant.
3. Two letters of recommendation, neither from a relative.
4. Score on the Miller Analogies Test (MAT), the Graduate Record Examination (GRE), or the General Management Aptitude Test (GMAT). Test of English as a Foreign Language (TOEFL) score and a declaration of finances are required for International students.
5. The commitment fee due at the time of acceptance to the Graduate School.
6. Those who wish to continue their education for professional or personal reasons but who do not wish to pursue a degree should see a previous section on Non-Matriculated status.

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All supporting material submitted during the application process becomes part of the permanent, confidential records of Salve Regina University and is not returnable.

International students are welcome to apply for admission to Graduate Studies. Because of the time-consuming nature of applying to graduate study in a foreign country and obtaining the student visa, international students are advised to submit completed applications by September 15th for the Spring sessions, and by March 15th for the Fall sessions. Incomplete applications are not evaluated, and the applicant is notified in writing of the items missing from the application file.

## **FINANCIAL AID**

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Financing higher education is a problem facing most students. Many different types of loans are available to assist you with tuition, living, and related educational expenses. For your convenience we have listed government loans and other financial programs in the OPTIONS brochure. When you select one or more of these OPTIONS, you not only fund your education but you also establish a credit history.

## **APPLICATION FOR A SPECIFIC PROGRAM**

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### **MATRICULATED STATUS**

Students who have been accepted to the Graduate School must request a matriculation interview through the Graduate Studies Office. A matriculation interview will then be scheduled with a program committee, composed of the Graduate Dean and the faculty member appropriate to the student's area of graduate study.

The program committee and the student agree on a tentative plan of study, a program advisor is designated, and the student formally begins the specific program. Admission to the specific program, however, does not ensure candidacy status. (See the following section on Candidacy Status.)

During the matriculation interview, requests for graduate credit earned at any other accredited institutions will be evaluated for applicability to each student's program. Six (6) semester hours of graduate credit is the maximum number normally accepted toward a master's degree.

The Graduate Dean will notify the applicant officially of the action of the committee with a written summary of the meeting.

### **CANDIDACY STATUS**

Upon completion of at least five (5) but no more than seven (7) courses, the matriculated student should apply for candidacy status. The recommendations of the student's advisor, anecdotal evaluations by instructors, and the interview will provide data which the program advisor will evaluate to determine the student's readiness for candidacy. The Graduate Dean will notify the student in writing of the result of this evaluation.

### **EXIT MEETING**

Upon completion of all course requirements, students will be scheduled for an exit meeting. In some cases, an oral comprehensive examination takes place during the exit interviews with their program committees. This comprehensive oral examination will provide students with the opportunity to demonstrate competency in issues related to their fields.

Data considered at the previous interviews, during matriculation and candidacy meetings, will be reviewed and the student's achievement will be compared to the needs identified at the prior meetings. Should the committee and candidate agree that the needs as stated have been satisfied, the candidate will be recommended to the Graduate Dean as having satisfied requirements for the degree.

The student who has completed a planned program of studies of not less than thirty-six (36) semester hours of credit, who has passed an oral comprehensive examination, and who has been recommended by his or her program committee for the degree is eligible to receive the master's degree.

The date of completion of these requirements will be included on the official transcript. The degree will be awarded at the next commencement.

### **MASTER'S COMPREHENSIVE EXAMINATIONS**

The comprehensive examinations are not merely quantitative or cumulative extensions of the content of required courses. Rather, they are examinations of a student's ability to generalize from acquired data, theories, and research findings to a set of principles which may be used in approaching problems within a given field. Comprehensive examinations may be administered orally by the candidate's ad hoc committee during the exit interview.



## STUDENT EVALUATION

### THESIS OPTION MASTER'S DEGREES

In some programs, a student may elect to write a thesis for six (6) credits. The thesis will be written under the direction of a faculty member with special competence in the subject matter of the thesis. The details for the writing of the thesis must be arranged in advance of registration with both the thesis supervisor and the ad hoc committee.

### APPLICATION FOR DOCTORAL STUDY

#### ADMISSIONS FOR DOCTORAL STUDY

The University offers the opportunity to pursue studies at the doctoral level in the Humanities. Persons with a master's degree and other uniquely qualified individuals interested in this innovative concept are encouraged to inquire. The initial step in the admissions process is the mandatory personal interview with the program Director. This meeting is scheduled to discuss the doctoral program's areas of concentration, possible prerequisites, and complete a writing sample. If admitted, the students progress through three phases.

#### PHASE ONE: PRELIMINARY OR ADMISSIONS PHASE

Doctoral applicants present all documents, including the summary of their personal interview, to the Admissions Office. They will follow the same application procedures as previously stated in the Admissions information section. If accepted for Graduate School, they must complete required courses (HUM 500, 510, and 590), demonstrate proficiencies in computers and a second language, plus two 600-level core courses before petitioning for a matriculation meeting.

Grades from A to B- are acceptable for doctoral students in all courses and comprehensive examinations. Grades below B- are not acceptable for doctoral students. Dissertation Research and Writing (HUM 690), by which candidates maintain active status, is graded every session on a Pass/Fail basis. (See Phase Three.)

#### PHASE TWO: PRE-DISSERTATION PHASE

During the matriculation meeting, the doctoral student meets with the Graduate Dean, Program Director, and appropriate faculty to discuss the student's progress up to that point. Remaining courses, research methods, and tentative dissertation topic are reviewed. The proposed program committee is also discussed.

The student will be notified in writing by the Graduate Dean of his or her acceptance to matriculated status. The

matriculated student will then complete the remaining courses and other requirements.

After these have been completed the student petitions to take the comprehensive examination, an "audit" of the student's record occurs, and the student takes the comprehensive examination. Successful students, who are eligible for the Certificate of Advanced Graduate Study (C.A.G.S.), may then apply for candidacy status.

#### PHASE THREE: DISSERTATION PHASE

Students who are granted candidacy status enroll in Dissertation Research and Writing (HUM 600) each fall/spring until their degree is conferred. Each semester they earn a grade of Pass or Fail (P/F) in HUM 690 based on dissertation work done that term. This process continues until their dissertation has been written, defended, and finally accepted by the University.

After the mentor, two readers, and the Doctoral Program Director have approved the semifinal draft of the dissertation, the candidate requests a date for the public oral defense of the dissertation. Following this defense, the student is advised about changes to be made in the final version of the dissertation.

#### DISSERTATION AND DEGREE CONFERRAL

Under the guidance of the mentor and readers, the candidate researches, writes, and revises the dissertation. The semifinal draft is defended at a public oral examination. After defense, the candidate is informed of changes to be made in the dissertation before being submitted for final approval by the University.

The committee provides copies of its requests and recommendation to the candidate, Program Director, and Graduate Dean. Upon completion of all degree requirements, the Graduate Dean submits the candidate's name to the President for action by the Board of Trustees to award the Doctorate at the next scheduled graduation.

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## ACADEMIC POLICIES

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### FULL-TIME/PART-TIME AND TIME LIMITATIONS

Students may pursue a graduate degree on either a full-time or part-time basis. The maximum time in which a master's degree must be completed is five (5) years from the date of matriculation. Doctoral work must be completed in seven (7) years.

A full-time graduate student is a student in pursuit of an advanced degree and registered for nine (9) or more credit hours per session.

### COURSE LOAD

Most students who are employed full-time are advised to limit their courses to one or for two courses per session.

Full-time students usually will register for no more than four (4) courses (12 credit hours) each session.

It is recommended that students register for no more than one (1) course during each summer session.

### ATTENDANCE

The participation of students in regularly scheduled class sessions is an essential part of the educational process. It is expected that students will be present at all scheduled class meetings and will be responsible for the content of all class sessions. Each faculty member has the right to establish additional regulations regarding attendance that seem best suited to the course.

### MINOR ILLNESSES

Minor illnesses which preclude class attendance must be communicated to the instructor by the student. The student should call the faculty member's University extension number. If the faculty member is unavailable, the information should be recorded as a voice message.

### FAMILY EMERGENCY OR EXTENDED ILLNESS

Should a family emergency or extended illness prevent class attendance for a long period of time, students are required to notify the instructor. It is the individual student's responsibility to make up the class work that has been missed.

### MID-SESSION WARNING NOTICES

In an effort to ensure that students at the University are receiving appropriate academic advising in pursuit of their educational goals, faculty members are asked to submit the names of students who are in particular need of assistance in their course work at the midpoint of the semester. The

Registrar is notified of graduate students whose performance in a course is below standards expected for graduate study. Warning letter notifications are prepared and mailed to these students, encouraging the student to seek extra assistance from the instructor. Warning notifications are considered an extra service provided to the students by the faculty. Students should not assume that lack of a warning notification assures their satisfactory completion of a course.

### TRANSCRIPT SERVICES

Transcripts may be released only upon receipt of a written request and the appropriate fee from the student or when mandated by law. Transcript services may be denied to those students with outstanding financial obligations to the University.

### ACADEMIC CALENDAR

The academic calendar is based on two (2) sessions, and two (2) summer sessions. For information on the beginning and ending dates of these sessions, please see the current Schedule of Classes booklet available in the Office of the Registrar.

### CLASS CANCELLATION

Should classes be canceled due to inclement weather, announcements will be made on students' voice mail boxes as well as on local radio stations.

### METHODS OF INSTRUCTION

Methods of instruction are varied and are determined by each instructor to achieve the educational objectives of a particular course. In class, students should be prepared to encounter lectures, seminars, case studies, role-playing, student presentations, guest lecturers, and any combination of methods deemed appropriate by the instructor.

### GRADUATE EXTENSION STUDY

Graduate Extension Study is an alternative to the traditional classroom approach to learning. Detailed study guides, prepared by faculty members, provide a structured step-by-step approach to learning while allowing students flexibility in time and place of study. It involves a one-on-one relationship with instructors, who guide the learning and monitor the student's progress through the courses via the exchange of written comments and telephone conversations with a faculty mentor.



Students who wish to take Graduate Extension Study courses and apply them to a graduate degree must have the approval of their program director. For a listing of available courses, please see the section on Graduate Extension Study in this catalog.

#### **CONFIDENTIALITY OF STUDENT INFORMATION**

Procedures for the release and disclosure of student records maintained by the University are in large measure governed by State and Federal laws. Where the law is silent, the University is guided by the principles that the privacy of an individual is of great importance and that the information in a student's file should be disclosed to the student upon request. Agents of the University may have access to student information on a "need to know" basis. Third parties do not have access to personally identifiable records or information pertaining to a student without the written consent of the student or a Judicial Order or Subpoena. The law requires that parents are to be considered third parties except in the instance where a Parental Release Form is maintained on file in the Office of the Registrar. Detailed guidelines for the release and disclosure of information are available from the Office of the Registrar and the Graduate Dean. These guidelines comply with the Family Educational Rights and Privacy Act of 1974 as amended. A detailed description of student data retained in various offices is available in the Office of the Graduate Dean.

#### **WITHDRAWAL FROM THE UNIVERSITY**

Students withdrawing from school during a session or at the end of a session must do so officially through the office of the Dean of Graduate Studies.

It is important that a student wishing to withdraw from the University complete the form as soon as the decision to withdraw is made. The date of an official withdrawal dictates the amount of tuition refund due.

Failure to enroll in course work for two consecutive sessions without "on leave" status being granted will result in an automatic University withdrawal for failure to maintain satisfactory academic progress.

The University welcomes constructive comments from both current and withdrawing students for improvement of its programs, policies, and procedures.

#### **LEAVE OF ABSENCE**

Any student who, for valid educational reasons, will not be able to enroll in course work for a period of at least two sessions must apply for a leave of absence. Such requests must be addressed in writing to the Dean of Graduate Studies. The letter should clearly detail the reasons for the request and must include specific information about the student's future academic plans. If the leave is granted, the student may maintain active status at the University while not formally enrolling in course work. A leave of absence is granted on a session by session basis. Failure to enroll in course work for two consecutive sessions without "on leave" status being granted will result in an automatic University withdrawal for failure to maintain satisfactory academic progress.

#### **FILING FOR A DEGREE**

Students intending to graduate at the next Commencement must file for the degree in the Office of the Registrar no later than the end of the Fall Session.

#### **COURSES AND UNITS OF CREDIT**

All graduate level courses are three- (3) credit courses unless otherwise noted. Courses in the graduate program should be considered as a basis and guide for further reading and independent study. A graduate degree represents not merely an accumulation of credit hours, but high academic attainment in an area of specialization.

#### **COURSE NUMBERING**

Courses numbered 500 and above are graduate courses. Courses at the 600-level are limited to doctoral students.

In certain instances a student's ad hoc committee may approve the taking of an advanced undergraduate course for graduate credit. Only courses at the 300- and 400-level may be taken for graduate credit. In order that graduate credit may be earned for these 300- and 400-level courses, work in addition to that which is done for undergraduate credit must be completed through supervised independent study. Forms for securing permission to take an advanced undergraduate course for graduate credit are obtainable in the Office of Graduate Studies. A student registering for a 300- or 400-level course for graduate credit will pay the graduate rate of tuition and indicate on the registration card that the course is being taken for graduate credit.



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## FINANCIAL INFORMATION

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Tuition and fees are announced during the spring session prior to the beginning of the academic year for which they apply. The University reserves the right to change tuition or any of the general or specific fees. All charges are payable in advance, and no registration is complete until full financial obligations are met by the students.

### FEES ASSOCIATED WITH REGISTRATION

#### REGISTRATION PROCESS FEE

All students are assessed a fee for each registration processed.

#### CHANGE OF REGISTRATION FEE

Each course added to or dropped from a previous registration will accrue a fee. Exception will be made only when a student has been notified of the closure or cancellation of a course in which he/she is registered.

#### INFORMATION SYSTEMS SCIENCE FEE

If appropriate, a fee is charged for specific courses in these areas. Check the registration schedule.

### MISCELLANEOUS FEES

#### APPLICATION FEE

This fee is assessed of everyone applying to the University in order to assist in defraying the costs of processing the applications.

#### COMMITMENT FEE

Payable upon acceptance to the University and nonrefundable, this fee is assessed to assist in defraying the cost of entry processing of a student. The cost relates to services required for such areas as admission counseling, academic advising, program selection, and initial registration.

#### GRADUATION FEE

This fee is assessed to assist in defraying the costs of graduation, such as file for degree processing, certification for graduation, diplomas, receptions, invitations, and mailing costs. NOTE: Cap, Gown, and Tassels are ordered through the University Bookstore. These items are not included in the Graduation Fee and students will be billed by the Bookstore for them.

### TRANSCRIPT FEE

Requests for transcripts to be sent within the University for purposes of academic advising or departmental admission are processed without charge to the student. All other requests will be processed at a charge of \$3.00 per transcript.

### LATE FEES

Late fees will be assessed for balances not paid on time. The fee will vary depending on how late the balance is paid.

### NSF FEES

The University will charge a student's account for each check returned for insufficient funds.

### COLLECTION AGENCY FEES

The student/parent will be responsible for any costs the University incurs associated with the collection of a student's overdue account.

### LATE REGISTRATION FEES

A fee will be assessed to students who register after the end of the drop/add period.

### WITHDRAWALS AND REFUNDS

Students withdrawing from a course/courses or during a term are eligible for a refund according to the following policy. Refunds of tuition will be calculated on the basis of time which has elapsed before the official request for withdrawal has been received by the Vice President/Dean of Graduate Studies.

### SEMESTER POLICY

100%	before classes begin
80%	before the second week of the session
60%	before the third week of the session
40%	before fourth week of the session
25%	before fifth week of the session
Thereafter, there is no tuition refund.	

**NOTE:** Various courses charge specific fees due to the nature of the course and the extra expenses involved. These fees are not refundable after the first class, lecture, or laboratory. Students must refer to the Schedule of Classes for information regarding the assessment of fees for the class for which they are registering.

Specific dates are set each session to coincide with these guidelines. Students should check the registration booklet for these dates. The University offers applications for a Tuition Refund Insurance Plan which guarantees a tuition and room and board refund in cases of physical (100% reimbursement) and mental illness (60% reimbursement) at any time during the semester. This plan is independent of the University. Applications are mailed to all full-time students. For more information on fees, please see the current Schedule of Classes booklet available in the Office of the Registrar.

## ACADEMIC STANDARDS

A student must maintain letter grades of C or above while pursuing graduate studies; however, an overall average of B- is necessary in order to graduate.

A student who earns a grade below C in a course is placed on academic probation for the following session and advised to take a reduced course load. Two continuous sessions on probation result in dismissal.

### ANECDOTAL REPORT

A brief evaluative statement is prepared for each student enrolled in a graduate course.

### GRADE INTERPRETATION

A	Excellent
A-	
B+	
B	Good
B-	
C	Minimally competent
P	pass: credit acceptable toward graduate degrees; used in those courses where further grade discrimination is inappropriate
F	failure

### DELAY OF GRADE

I	incomplete: appropriate forms must be signed by the student's professor and the student
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### NO GRADE

R	audit (noncredit)
W	withdrawal: will be approved only for a compelling, cogent academic reason

## INCOMPLETE PROCESS

A student may request an incomplete in course work for a valid reason. All requests for an incomplete must be in writing and must be received by the instructor on or before the scheduled final examination for the course. Faculty members may deny a request for an incomplete. If the incomplete is approved, the instructor completes the form, which is signed by the student. The instructor will then send copies of the "Report of Incomplete Work and Statement of Work" to the Registrar and to the office of the appropriate Dean. Incompletes will be calculated as failures until the course work has been completed and a final grade has been reported. If course work is not completed within six months, the student will receive the grade shown on the incomplete form.

## INDEPENDENT STUDY/RESEARCH

Forms for setting up individually designed independent study/research arrangements are available in the Graduate Studies Office. A matriculated student who wishes to pursue such independent study/research for graduate credit should discuss the matter with a faculty member in the appropriate academic area. A description of the independent study/research proposal with signatures of the student, course instructor, and graduate program advisor must be submitted to the Dean of Graduate Studies no later than the last day of registration. The Dean of Graduate Studies will either approve or not approve such requests.

## COURSE CHANGES

Students are permitted to drop and add courses without academic penalty during the first week of classes. Each course added or deleted from the student's registration accrues a fee as published in the semester schedule of classes. If a student has not officially dropped a course or received an approved course withdrawal by the completion of the semester, the instructor must submit a final grade for the student.

## NONCREDIT REGISTRATION

A student in good academic standing may register in a credit course for noncredit. The student must fulfill all the requirements of the course with the exception of examinations. The student will receive an "R" on the transcript indicating registration and participation in the course. Academic credit is not granted. Unless otherwise noted, a student registering for noncredit course work is subject to the same tuition as those registering for credit. Students may not adjust their registration from noncredit to credit or vice versa after the end of the first week of classes.

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## **COURSE WITHDRAWAL**

After the deadline for course changes as published in the semester schedule of classes, students wishing to withdraw from a course must follow the course withdrawal procedure. Such students obtain a Registration Adjustment Form from the Office of the Registrar. It is recommended that the student meet with the instructor of the course, who reviews the student's request and indicates agreement/disagreement on the form with pertinent remarks. The form is then submitted for approval to the Dean of Graduate Studies. A valid reason is required for each course withdrawal. Excessive absences, poor progress, and failure to complete assignments are not valid reasons to receive a withdrawal.

Students are not officially withdrawn from courses until approval has been secured from the Dean. Therefore, continued class attendance is expected until written notification has been received. If the request to withdraw is approved, the transcript will have a "W" instead of a final grade for this class.



## ARTS AND SCIENCES





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## MASTER OF ARTS INTERNATIONAL RELATIONS

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### RATIONALE

With the dawn of the twenty-first century, dynamic changes have occurred, and others are taking place that will impact on virtually every person in the world community of nations. The prospects for peace over war, for economic well-being over poverty, and for fulfillment of certain political, social, and cultural aspirations influence the relations of states and continue to challenge the emerging new world order. It is in this context that the International Relations program focuses on the world not only as it is, but also as it should be in light of the enduring central values of the world's great civilizations. The courses, designed for graduates seeking a broader and deeper understanding of the contemporary world, will help prepare them for their role in the increasingly interdependent world of the twenty-first century.

The chief focus of the program is a search for new avenues to global harmony and justice. Courses in the program, however, are designed to meet the individual needs of students and help them prepare for or enhance their careers in government, international organizations, business, finance, teaching, research, or further study.

### REQUIREMENTS

The student is recommended for the Master of Arts degree in International Relations upon successful completion of all requirements and an approved program of thirty-six (36) credit hours. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Arts degree in International Relations.

### REQUIRED COURSES

The following six (6) core courses are required:

- HUM500:** Research Seminar
- INR/HUM501:** Ethical Perspectives on Global Issues
- INR502:** Foundations of International Relations
- INR503:** International Organizations
- INR504:** International Law
- INR/MGT563:** Global Trade and Finance

### REGIONAL STUDIES

Four (4) courses are required from among the following:

- INR514:** Western European International Relations
- INR518:** Russia and Eastern European Politics
- INR524:** Africa's Global Perspectives
- INR528:** China, Japan, and the Pacific Rim
- INR550:** North America in The New World

- INR561:** Contemporary Problems in Central and South America
- INR586:** The Middle East

### ELECTIVE COURSES

Students must earn six (6) graduate credits from among the following:

- INR568:** Contemporary International Issues
- INR571:** International Human Rights
- INR574:** International Crime
- INR551:** Nuclear Dilemma: Past, Present, Future
- INR580-589:** Special Topics and/or Seminar
- INR590:** Thesis, equivalent to six (6) graduate credits

### FIVE-YEAR PROGRAM

Students pursuing undergraduate studies in politics, economics, or history may accelerate their programs of study and earn, within five academic years, a Bachelor of Arts degree and a Master of Arts degree in International Relations.

### STUDY ABROAD PROGRAM

Graduate courses for study abroad may be arranged through the student's ad hoc committee from a variety of programs outside the United States.

### FOREIGN LANGUAGE PROFICIENCY

Foreign language proficiency is strongly recommended and may be required by the student's ad hoc committee when such proficiency is deemed appropriate for the student's career goal. French, Spanish, and Italian language courses are offered, and opportunities exist to achieve proficiency in other languages. Credit for language study is not counted toward the graduate degree in International Relations.

### COURSE DESCRIPTIONS

#### REQUIRED COURSES

**HUM500: Research Seminar.** In this course, students explore various research techniques and apply that knowledge not only in critically analyzing existing research but also in designing and implementing their own research project. Concepts addressed in the course include preparation of a literature review, qualitative and quantitative approaches, triangulation methods, research designs and their inherent threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. **NOTE:** This course must be taken in the first year of the program.



**INR/HUM501: Ethical Perspectives on Global Issues.**

Students examine and compare the ethical standards and approaches of Western and non-Western moralists in the resolution of major moral issues. Readings include such topics as nuclear proliferation, the search for peace, ecological issues, world hunger, and genetic engineering.

**INR502: Foundations of International Relations.**

Students explore the salient issues involving conflict or cooperation in contemporary international politics. The major topics include nation-state systems; struggle for power among nations; continuities and changes in current international relations; the role of diplomacy, ideology, economics, military force, war, nuclear weapons, international law and organizations; the quest for community; and the relationship of moral and religious values to some of the problems of international relations.

**INR503: International Organizations.** Students explore, by analytical overview, the background, theory, and performance of international organizations. With the sharply changing nature of global problems, international organizations are evaluated from the twentieth-century perspective, concentrating on the role and functions of the United Nations and the emerging pattern of the European communities. Students examine international economic organizations, international regimes, and regional military alliances, and they consider the future prospects for international organizations and the state system.

**INR504: International Law.** Students examine the role international law plays in today's dynamic world. Topics include the ever-evolving concepts of legal order, jurisdiction, territoriality, nationality, extradition, and sovereignty over land, sea, and air space, as well as the broadening impact of human rights, statehood, diplomacy, treaties, and international economic regulations. Students examine, too, the ongoing quest to regulate the use of force, including United Nations peacekeeping operations.

**INR/MGT563: Global Trade and Finance.** The determinants and patterns of global trade and conventional theories, new theories of trade, global payments, foreign exchange rates, and related issues are discussed.

**REGIONAL STUDIES****INR514: Western European International Relations.**

Students examine the international relations of Western European states since 1945. They study the major economic, political, military, and cultural factors influencing the relations of these states among themselves and with the rest of the world. The geopolitical implications of Western European security, as well as the integration of the European Community, are examined.

**INR518: Russia and Eastern European Politics.** Students establish a conceptual framework for understanding the international relations of the Eastern European states since 1945. Special attention is devoted to recent changes in the Russian government's approach toward foreign policy. The global impact of these developments is considered.

**INR524: Africa's Global Perspectives.** Students analyze the fundamental factors influencing the relations of contemporary African states within the continent and with the outside world. Such factors as African social, economic, political, and cultural developments are considered, as well as reaction to African developments by other states.

**INR528: China, Japan, and the Pacific Rim.** Students examine the major political, economic, military, and cultural factors influencing the current relations of China and the Asian states. Special emphasis is on the broader Asian and global trends, including Japan and the developing impact of the Pacific Rim states.

**INR550: North America in The New World.** Topics studied include the postwar "revolution" in North American foreign policy and the effects of rapid change and economic ecological crisis on that policy.

**INR561: Contemporary Problems in Central and South America.** Students focus on the major political, social, and economic problems facing Central and South America today. They examine the political culture and processes, political interest groups, and the solutions proposed by constitutional, military, and leftist regimes to the problem of political instability. Other issues discussed are economic underdevelopment and dependency, including demographic problems, urbanization, and agrarian reform.



**INR586: The Middle East.** Students examine the following interrelated subject areas in an effort to better understand how they influence and shape events in the Middle East: the Peoples of the Middle East, Islam, the Arab-Israeli problem, Oil, Iran's Revolution, the Iran-Iraq War, the Iraq-Kuwait War, and Gulf security.

#### **ELECTIVES**

**INR568: Contemporary International Issues.** Major problems in international relations are analyzed in a seminar on a selected case-study basis. Topics include global concerns ranging from nuclear proliferation through international terrorism to world overpopulation, hunger, degradation of the global environment, and a new international economic order.

**INR571: International Human Rights.** Human rights, their nature and emerging concepts, are examined as well as developing needs and enforcement techniques. The role of human rights in U.S. foreign policy is explored, and the promotion and protection of human rights at the international, regional, and national level is examined.

**INR574: International Crime.** Crimes that plague the world community are studied in this course. The study includes present-day piracy, drug traffic, aircraft hijacking/sabotage, hostage taking, terrorism, genocide, war crimes, and the international methods available to combat such crimes.

**INR551: The Nuclear Dilemma: Past, Present, Future.** The course will examine fundamental problems associated with the role and uses of nuclear energy in the emerging multipolar world from three interrelated perspectives: national and international security, industrial development, and environmental preservation. The issues examined will include: nuclear weapons, their proliferation, arms control, and security of nuclear/non-nuclear states; nuclear energy and economic development; and, the risks and benefits of nuclear energy production and their immediate and long-term implications on the global ecology.

#### **SPECIAL TOPICS, THESIS, AND INDEPENDENT STUDY**

**INR580-589: Special Topics and/or Seminar.** Students are provided with an opportunity to explore topics of special interest related to International Relations.

**INR590: Thesis.** The student writes a thesis under the direction of a faculty member with special competence in the subject matter of the thesis. Prerequisite: Approval by the student's ad hoc committee

**INR591-599: Independent Study/Research.** This research course is a directed study of independently selected topics in International Relations. Proposals for topics are approved by the faculty member who will supervise the independent study, by the Program Director, and by the Graduate Dean.



*Atwood Lecture Series*

*(Left to right)*

*Daniel Bell, Lecturer—The Cultural Wars*

*William Burrell, Vice President/Dean of Graduate Studies*

*Thomas Svogun, Chairman of Lecture Series*

## MASTER OF SCIENCE ADMINISTRATION OF JUSTICE

### RATIONALE

The Master of Science program in the Administration of Justice is designed to meet the professional needs of justice practitioners as well as those wishing to pursue a teaching career. Educators and working professionals have contributed to the design of the program.

While recognizing Lord Coke's observation that the body of law is reason, we assert its soul must be justice. Accordingly, the focal point of the curriculum is justice, best described by Daniel Webster as follows:

*Justice is the great interest of man on earth. It is the ligament which holds civilized beings and civilized nations together. Wherever her temple stands, and for so long as it is duly honored, there is a foundation for social security, general happiness, and the improvement and progress of our race. And, whoever labors on this edifice with usefulness and distinction, whoever clears its foundations, strengthens its pillars, adorns its entablatures, or contributes to raise its august dome still higher in the skies, connects with name and fame and character, with that which is and must be as durable as the frame of human society.*

The University and the students in the Master's program are committed to strengthening the edifice of justice by casting the light of knowledge on its perfections and imperfections and causing this knowledge to improve the structure so that it may better serve those who enter. In the words of the Psalmist, "He who does justice will live on the Lord's Holy Mountain." (Ps 15:1)

The curriculum for the Master of Science degree in the Administration of Justice is designed to meet the individual needs of students who are or intend to become justice practitioners. The interdisciplinary flexibility of the program makes it attractive also to those who may desire to teach in this discipline and to those in certain social agencies.

### REQUIREMENTS

The student is recommended for the Master of Science degree in Administration of Justice upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Science degree in Administration of Justice.

### PROGRAM REQUIREMENTS

The student must complete thirty-six (36) graduate credits of academic work distributed as follows:

**Justice Theory:** Twelve (12) graduate credits including ADJ502, ADJ504, and ADJ506.

**Justice Process:** Twelve (12) graduate credits including ADJ515.

**Research:** HUM500

**Elective:** Nine (9) graduate credits from any of the four (4) categories under Curriculum as outlined.

The distribution of credits may be changed to meet the specific needs of the student after consultation and approval by the student's ad hoc committee.

It is recommended that justice practitioners who are in administrative positions consider one or more of the management courses. Other courses in this category may be taken with permission of the student's ad hoc committee.

### CURRICULUM

The curriculum is divided into four (4) parts: Justice Theory, Justice Process, Research/Special Topics, and Interdisciplinary.

### JUSTICE THEORY

**Required:** ADJ502, ADJ504, ADJ506, and one (1) elective.

In addition to ADJ502, ADJ504, ADJ506, and one (1) other course must be chosen from the following:

<b>ADJ502:</b>	History and Philosophy of the Justice System
<b>ADJ504:</b>	Social and Ethical Issues in the Justice System
<b>ADJ506:</b>	Theories of Justice
<b>ADJ514:</b>	Law and Human Behavior
<b>ADJ516:</b>	Law, Liberty, and Morality
<b>ADJ518:</b>	Public Policy and the Justice System
<b>ADJ520:</b>	Theories of Punishment
<b>ADJ523:</b>	Literature of Incarceration
<b>ADJ527:</b>	Rights



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## JUSTICE PROCESS

Required ADJ515 and three (3) electives. The student must choose at least three (3) courses from the following:

- ADJ501:** Juvenile Justice Process
- ADJ503:** Mental Health Process
- ADJ505:** Constitutional Issues in Law Enforcement
- ADJ515:** Contemporary Literature in the Administration of Justice
- ADJ519:** Social Class and the Justice System
- ADJ521:** Management Issues in Law Enforcement
- ADJ574:** International Crime

## RESEARCH AND SPECIAL TOPICS

Required: HUM500

- HUM500:** Research Seminar
- ADJ580-589:** Special Topics and/or Seminar
- ADJ590:** Thesis, equivalent to six (6) graduate credits
- ADJ591-599:** Independent Study/Research

## INTERDISCIPLINARY

- ADJ/MGT509:** Management of Human Resources
- ADJ/MGT555:** Advanced Management and Organizational Theory
- ADJ/MGT560:** Labor Relations
- ADJ/HLC573:** Human Relations Laboratory I: Dynamics of Human Behavior

## COURSE DESCRIPTIONS

**HUM500: Research Seminar.** In this course, students explore various research techniques and apply that knowledge not only in critically analyzing existing research but also in designing and implementing their own research project. Concepts addressed in the course include preparation of a literature review, qualitative and quantitative approaches, triangulation methods, research designs and their inherent threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. **NOTE:** This course must be taken in the first year of the program.

**ADJ501: Juvenile Justice Process.** Students examine the legal and philosophical basis for a separate juvenile justice process. They explore substantive law governing juvenile conduct as well as the procedures from investigation and arrest to final termination of control over the juvenile's conduct.

### **ADJ502: History and Philosophy of the Justice System.**

Students examine the historical and philosophical considerations of the development of the justice process as a mechanism of social control.

**ADJ503: Mental Health Process.** Students analyze the legal and philosophical basis for a separate Mental Health System and the legal limitations on such a system. Students examine the entry of the offender from the criminal justice system into the mental health system and the procedures for compelling hospitalization or treatment.

### **ADJ504: Social and Ethical Issues in the Justice System.**

Students develop an analysis of current social and ethical issues in the administration of justice.

### **ADJ505: Constitutional Issues in Law Enforcement.**

Students undertake an in-depth study of decisions by the U.S. Supreme Court and other appellate courts affecting the rights of the criminal suspect from investigation to trial.

**ADJ506: Theories of Justice.** Students examine the concepts and meaning of justice from the perspective of major philosophical systems.

**ADJ514: Law and Human Behavior.** The focus of this course is on the use and potential use of psychological research in the fact-finding process and judicial decision making in the administration of justice.

**ADJ515: Contemporary Literature in the Administration of Justice.** In this course, students evaluate selected research papers, articles, government publications, and books relating to the administration of justice.

**ADJ516: Law, Liberty, and Morality.** Students examine the relation of law to morality and liberty. Questions addressed include: Are there moral constraints on what can count as law? Should morality be legislated? and Under what circumstances should individual liberty give way to state interests?

**ADJ518: Public Policy and the Justice System.** Through case analysis and personal experimentation, the student explores elements of governmental decision making, the factors that influence those decisions, and their impact on the justice system.

**ADJ519: Social Class and the Justice System.** Students examine the social, cultural, and economic factors as well as the operational systems that tend to contribute to the class system in America. They go on to explore conflicts within the justice system.

**ADJ520: Theories of Punishment.** Students analyze the need for punishment, various methods of punishment, and methods of rehabilitation.

**ADJ521: Management Issues in Law Enforcement.** Students examine the issues confronting law enforcement from a management perspective, with an emphasis on structure, policies, discipline, budgetary problems, public relations, and civil liabilities.

**ADJ523: Literature of Incarceration.** Through reading and analysis of works of literature by and/or about prisoners, students attempt to discover what incarceration does to both the individual writer and the creative process itself. Readings may include works by Fyodor Dostoyevsky, Elie Wiesel, Brendan Behan, Daniel Berrigan, and Aleksandr Solzhenitsyn, among others.

**ADJ527: Rights.** Students examine the nature, content, and justification of rights and their significance to law. Reflections of contemporary theorists on rights are appraised and major human rights documents examined.

**ADJ574: International Crime.** Crimes that plague the world community are studied in this course. The study includes present-day piracy, drug traffic, aircraft hijacking/sabotage, hostage taking, terrorism, genocide, war crimes, and the international methods available to combat such crimes.

**ADJ580-589: Special Topics and/or Seminar.** Topics of interest in Justice Studies are offered on an irregular basis in both theory and process categories.

**ADJ590: Thesis.** The writing of the thesis, as well as the thesis topic, must be approved by the student's ad hoc committee prior to registration for ADJ590. Students who select the thesis option will be required to defend their theses orally before appropriate faculty members.

**ADJ591-599: Independent Study/Research.** This research course is a directed study of independently selected topics in Administration of Justice. Proposals for topics are approved by the faculty member who will supervise the independent study, by the Program Director, and by the Graduate Dean.

**ADJ/HLC573: Human Relations Laboratory I: Dynamics of Human Behavior.** The research strongly suggests that clients are left either better or worse by counseling interventions. The variable which facilitates effective counseling seems to be whether the counselor is, in spite of his or her own vulnerability, living the interpersonal relations skills at a high or low level. These skills, which include behaviors such as primary accurate empathy, immediacy, and appropriate self-disclosure, are practiced in a here-and-now environment. It is recommended that this laboratory course be taken early in the student's program. Since the course is limited to twelve participants, early registration is also recommended.

**ADJ/MGT509: Management of Human Resources.** This course uses a systems perspective in presenting personnel *management as a major component of the broad managerial function*, including recruitment, selection, development, utilization, and accommodation of human resources by the organization. Students are actively engaged in the examination and solution of typical personnel management problems in contemporary organizations through the use of case studies.

**ADJ/MGT555: Advanced Management and Organizational Theory.** This course is designed to prepare the student to examine the deeper structure of behavior in organizations and to apply that knowledge to designing, planning, directing, and controlling organizations. Students examine new concepts in motivation, advanced communications and management information systems, dynamics of decision making, technology and structure design, and organizational development.

**ADJ/MGT560: Labor Relations.** Students study collective bargaining as a dynamic, ongoing process. They develop a process model of collaborative bargaining. Special attention is given to the resolution of negotiation impasses, unfair labor practices, and employee grievances. The unique features of public and private sector bargaining are highlighted. Prerequisite: MGT509



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## MASTER OF SCIENCE APPLIED MATHEMATICAL SCIENCES

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### RATIONALE

The program leading to a Master of Science degree in Applied Mathematics is quite flexible and provides interested students with the opportunity to learn and apply relevant and useful mathematics. Because the program is interdisciplinary students can apply mathematical models and methods to investigate applications in areas such as life sciences, information sciences, economics, management, and other disciplines. To facilitate the interdisciplinary intent of this program, the only required mathematics background for students whose undergraduate degree is not in mathematics is completion of a standard calculus sequence.

### REQUIREMENTS

The student is recommended for the Master of Science degree in Applied Mathematics upon successful completion of all requirements and an approved program of a minimum of thirty-six (36) hours of graduate credit. The student may elect to write a master's thesis on a topic of his or her interest, applying mathematical methodologies to model a specific problem under the supervision of a faculty member. The student will defend the thesis before an ad hoc committee and will be given up to six (6) hours of graduate credit. The non-thesis option student must appear before the ad hoc committee to be questioned on the overall objective of the program of study. When the student has satisfactorily completed the degree requirements, the ad hoc committee will recommend the conferring of the Master of Science degree in Applied Mathematics.

Undergraduate prerequisite courses in calculus may be taken at Salve Regina University or at another institution of higher education.

### PROGRAM OF STUDY

The student's program of study will consist of eight (8) required courses, and a minimum of four (4) elective courses in a selected area of application; for example, biomedical technology, management science/operations research, economics, finance, engineering, education, or statistics. The choice of application area is not limited to those represented in the graduate curriculum at Salve Regina University. Students with a strong mathematics background may elect to replace, for example, Applied Linear Algebra, Applied Differential Equations I and Numerical Analysis I, with other graduate mathematics courses. Students may elect the thesis or non-thesis option.

### REQUIRED COURSES

<b>MTH505:</b>	Applied Linear Algebra
<b>MTH506:</b>	Complex Variables
<b>MTH514:</b>	Applied Differential Equations I
<b>MTH515:</b>	Applied Differential Equations II
<b>MTH521:</b>	Numerical Analysis I
<b>MTH522:</b>	Numerical Analysis II
<b>MTH531:</b>	Applied Mathematical Methods I
<b>MTH532:</b>	Applied Mathematical Methods II

### ELECTIVES

Each student, in consultation with the student's ad hoc committee, selects electives in the student's application area. A minimum of four elective courses are required. The student's choice of application area and electives is not limited to those represented in the graduate curriculum of Salve Regina University.

### MATHEMATICS ELECTIVE COURSES

<b>MTH511:</b>	Real Analysis I
<b>MTH512:</b>	Real Analysis II
<b>MTH523:</b>	Numerical Analysis III
<b>MTH580-589:</b>	Special Topics
<b>MTH590:</b>	Master's Thesis
<b>MTH591-599:</b>	Independent Study

### COURSE DESCRIPTIONS

**MTH505: Applied Linear Algebra.** Students investigate matrices and linear systems, linear spaces, eigenvalues and eigenvectors, matrix factorization, applications, and numerical linear algebra (in MATLAB). Prerequisite: Standard calculus sequence

**MTH506: Complex Variables.** Students study complex numbers, analytic functions, complex integration, infinite series, conformal mapping, and applications of complex analysis. Prerequisite: Standard calculus sequence

**MTH511, 512: Real Analysis I, II.** Students study real numbers, metric spaces, convergent sequences, Cauchy sequences, continuous mappings, complete spaces, Banach spaces, linear transformations and their norms, Lebesgue integral, and Hilbert spaces. Prerequisite: MTH505

**MTH514, 515: Applied Differential Equations I, II.**

Students investigate the theory and application of first order linear and nonlinear differential equations, existence and uniqueness of solutions, properties of solutions, higher order linear differential equations, linear systems, stability, and the Sturm-Liouville method. Prerequisite: MTH505 (may be taken concurrently)

**MTH521, 522: Numerical Analysis I,II.** Students investigate algorithms used in scientific computing. Topics studied include polynomial interpolation, quadrature, systems of linear equations, nonlinear equations, direct and iterative methods, ordinary differential equations, and eigenvalue problems. This course combines theory and programming (in MATLAB), emphasizing fundamental principles more than applications. Prerequisite: MTH505 (may be taken concurrently)

**MTH 523: Numerical Analysis III.** Students investigate finite difference methods for the solution of partial differential equations. Topics studied include Fourier analysis, numerical stability, treatment of boundary conditions, multigrid methods, and preconditioning. This course combines theory and programming (in MATLAB), emphasizing fundamental principles more than applications. Prerequisite: MTH522

**MTH531, 532: Applied Mathematical Methods I, II.**

The purpose of this course is to help students understand a wide variety of phenomena using mathematics. Students study Fourier series, partial differential equations, and the calculus of variations. They also investigate the application and usefulness of mathematical models to solve problems in the life sciences, engineering, and economics. Prerequisite: MTH515 or permission of Program Director

**MTH580-589: Special Topics.** Students are provided the opportunity to study topics of special interest in applied mathematics; for example, functional analysis, calculus of variation, finite element methods, spectral methods, wavelets and Fast Fourier Transforms, and parallel computing for scientific problems.

**MTH590: Master's Thesis (3-6 graduate credits).** Students electing the thesis option register for this course. The student examines and reports on a topic of his or her interest under the supervision of a faculty member. The student defends the thesis before his or her ad hoc committee.

**MTH591-599: Independent Study.** This research course is a directed study of independently selected topics in the mathematical sciences. Proposals for topics are approved by the faculty member who will supervise the independent study, by the Program Director, and by the Graduate Dean.



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## MASTER OF ARTS HUMANITIES

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### PURPOSE AND VALUE OF THIS DEGREE

The Master of Arts in Humanities is an interdisciplinary program that seeks to foster, in the words of Cicero, "a broad understanding of the qualitative aspects of life and culture" through a study of such subjects as history, literature, philosophy, and religion. Such study can improve the quality of one's personal and professional relationships. This M.A. degree is intended for collegiate or university graduates who wish to enrich their intellectual and cultural horizons. It also serves as an excellent preparation for the Ph.D. degree in the humanities.

### REQUIREMENTS

This degree program requires 12 courses (36 credits) divided as follows: six (6) core courses (18 credits), four (4) required courses (12 credits) from a set of six (6) courses, plus two (2) elective courses approved by the M.A. program director. An oral interview and writing sample will be a part of the application process. Ad hoc meetings with the Dean and Program Director will be held after completion of the second and twelfth courses.

**Twelve (12) Courses Required:** 36 credits

#### A. SIX CORE COURSES: 18 CREDITS

<b>HUM500:</b>	Research Seminar
<b>HUM501:</b>	Ethical Perspectives on Global Issues
<b>HUM503:</b>	Great Writers I
<b>HUM504:</b>	Great Writers II
<b>HUM505:</b>	World Civilizations I
<b>HUM510:</b>	A History of Technology

#### B. FOUR REQUIRED COURSES FROM THESE SIX: 12 CREDITS

<b>ADJ516:</b>	Law, Liberty, and Morality
<b>HSA539:</b>	Quality of Life for the Elderly
<b>HLC504:</b>	Holistic Perspectives (See Page 46)
<b>HUM506:</b>	World Civilizations II
<b>HUM520:</b>	Religion and Science: Modern Perspectives
<b>HUM530:</b>	Art, Culture, and Society

#### C. TWO ELECTIVES: 6 CREDITS (TO BE APPROVED BY THE HUMANITIES PROGRAM DIRECTOR BASED ON STUDENT RATIONALE)

**Transfer Credits:** One or two graduate courses taken elsewhere and with a grade of B or above may be proposed as electives if accompanied by transcript, description, and rationale.

### COURSE DESCRIPTIONS

**HUM500: Research Seminar.** In this course, students explore various research techniques and apply that knowledge not only in critically analyzing existing research but also in designing and implementing their own research project. Concepts addressed in the course include preparation of a literature review, qualitative and quantitative approaches, triangulation methods, research designs and their inherent threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. **NOTE:** This course must be taken in the first year of the program.

#### **HUM501: Ethical Perspectives on Global Issues.**

Students examine comparatively the ethical standards and approaches of Western and non-Western moralists in the resolution of major moral issues. Readings treat such topics as nuclear proliferation, the search for peace, ecological issues, world hunger, and genetic engineering.

#### **HUM502: Religion and the Search for Happiness.**

Religious beliefs and practices of the world's major faiths are considered in the context of the human search for happiness. Differences among the various faiths are treated on a comparative and complementary rather than adversarial basis.

**HUM503: Great Writers I.** Students read and discuss classic works of major significance in world literature. Emphasis is given to the writers' depiction of universal themes that are met in every culture and to how this seminal literature can enrich our cross-cultural experience.

**HUM504: Great Writers II.** Students read and discuss select modern literature that profoundly reflects contemporary life. The various cultural, philosophical, psychological, and ethical attitudes of today's world will form the background of this literary study.

**HUM505: World Civilizations I.** Students examine examples of civilizations in the ancient, medieval, and modern periods. Of special interest are qualities of human life and activity that characterized each civilization, both in ascendancy and in decline.

**HUM506: World Civilizations II.** Students examine examples of Eastern, African, and other non-Western civilizations in ancient, medieval, and modern periods. Of special interest are the qualities of life that characterized each civilization during its peak of influence.



**HUM510: A History of Technology.** This course investigates the implications of technology on the human condition throughout the course of history. Considered in this examination are advances in technology based on the sciences, e.g., biology, chemistry, and physics. Examples will be taken from such fields as communications, manufacturing, and medicine.

**HUM512: Politics, Religion, and the Media in America.** Students examine the political and religious structure of US society, especially as related to such issues as religious freedom, the Constitution, the Supreme Court, and numerous church/state topics. Liberal vs. conservative views, as reflected in the media, are explored in such issues as free speech, censorship, public prayer, and public vs. private education.

**HUM513: Masters of the Drama.** Students will study the plays of world dramatists that continue to affect our cultural attitudes today. Themes developed from the Greeks through Shakespeare and beyond will enhance their appreciation of the impact of classic drama on the modern stage, cinema, and television.

**HUM515: Cross-Cultural Perspectives on International Business.** Students study major cross-cultural themes relating to international business, especially in transnational corporations. Of special interest is the impact of these corporations on the less developed nations (LDNs) where they operate.

**HUM520: Religion and Science: Modern Perspectives.** Students examine crucial human issues from the perspectives of science and religion. By comparing and contrasting their tenets, approaches, and methodologies, students address whether religion and science are limited to an adversarial relationship.

**HUM530: Art, Culture, and Society.** Students study contemporary forms of art, including film, music, and painting, as influenced by and influencing modern life and culture. This art is studied in its most prominent American and other societal manifestations.

**HUM540: Modern Drama.** Students explore outstanding examples of modern drama from a variety of cross-cultural perspectives, including those of American, European, and non-Western authors. Of special significance are universal themes examining aspects of the human condition.

**HUM580-589: Special Topics.** Students explore topics of special interest to the humanities.

**HUM590: Ph.D. Orientation.** This course provides an orientation to our Ph.D. program in the humanities. Focusing on six humanities disciplines and the major effects of technology, this course previews the specialty or concentration, CORE courses, and dissertation proposal process.

**NOTE:** Permission of the Ph.D. Director or Graduate Dean is required for enrollment.

**HUM591-598: Independent Study/Research.** These research courses are intended for directed study of independent topics in the humanities. Proposals for such study are to be reviewed and approved by the faculty supervisor, program director, and Graduate Dean.

**HUM599: M.A. Thesis.** The student writes a thesis under the direction of a faculty member with special competence in the subject matter of the thesis. Based on *Turabian*, 5th edition (1987), the thesis will be worth six (6) credits and require between 80 and 100 pages.



*Oral defense of first Ph.D. candidate with his mentor and readers.*



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## DOCTOR OF PHILOSOPHY HUMANITIES

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### PURPOSE AND VALUE OF THIS DEGREE

This Doctoral program is essentially an interdisciplinary investigation of the challenging question: "What does it mean to be human in an age of advanced technology?" This question can be posed from the viewpoints of art, ethics, literature, management, philosophy, religion, sociology, and other disciplines. In one form or another, this examination commands the attention of thoughtful persons as we approach the twenty-first century, which is likely to be even more beset by dilemmas related to advanced technology.

The crucial question of what it means to be human is addressed from the viewpoints of the humanities because these subjects represent our academic forte, a major focus of our mission, and a discipline important to numerous scholars. The fields of art, ethics, literature, management as an art, philosophy, and religion help us to explore the human implications of advanced technology.

Fully aware of the need to integrate knowledge into the whole personality, Salve Regina University has developed its Doctoral Program in the humanities as a means of fostering such integration among its students and faculty, thus making a serious contribution to the resolution of the technological challenge in the twenty-first century.

During their courses, especially the 600-level core courses, doctoral students relate the humanities approach to their master's degree(s), work expertise, life experience, and Ph.D. specialty. Thus, these courses integrate previous and current knowledge or expertise into a humanities investigation of the implications of advanced technology on human life and culture. This integration leads to focused research for the student's dissertation.

### FIVE GENERAL REQUIREMENTS

Applicants must provide: (1) an approved master's degree with an average of B or higher, (2) GRE or MAT scores if the master's degree was earned more than five years before applying, (3) transcripts of all previous studies, (4) three letters of recommendation which address the applicant's ability to do doctoral work, and (5) a personal interview in which the applicant explains orally and in writing her or his background and goals in seeking this degree.

### SPECIFIC COMPONENTS BEYOND THE MASTER'S DEGREE

- (1) prerequisites, if any (determined individually)
- (2) proficiency in computers and a second language
- (3) 13 Courses, including seven (7) core courses
- (4) comprehensive examination based on the core courses
- (5) Dissertation Research and Writing (HUM 690).

### THREE SEPARATE PHASES

- I. Preliminary or Admissions Phase:** inquiry, discussion, personal interview, application, and admissions decision
- II. Pre-Dissertation Phase:** two proficiencies, any prerequisites, matriculation meeting, 13 courses, and comprehensive examination (based on the core courses)
- III. Dissertation Phase:** proposal/research/writing/defense while enrolled in HUM 690 (Dissertation Research)

### SPECIALTY OR CONCENTRATION

Besides knowledge gained in the master's degree(s), life experience, and work expertise, the candidate pursues a specialty in an area related to the proposed dissertation topic. This concentration, depending on the student's background and interests, is selected from fifteen or more disciplines.

Consisting of three or four related courses, this specialty must support the proposed dissertation topic. The concentration provides additional knowledge of a particular subject, helps elucidate the dissertation topic, and focuses the humanities on the dissertation topic. It may also become the focus of post-doctoral research and/or teaching.

### RESEARCH CULMINATING IN THE DISSERTATION

In initial courses, students begin to investigate the effects of advanced technology on human beings. Proficiencies in computers and a second language enable them to broaden this research. The core courses and comprehensive examination require them to integrate their research within the perspectives of the humanities. The results of this research are expounded in the formal dissertation.

This dissertation requires advanced research and perusal of national and international databases (including the use of a second language). Preparatory work is done in research papers written for all courses and the proposal of a specific dissertation topic related to the goals of this Ph.D. program. This proposal must be reviewed and approved by the dissertation committee, program director, and dean.

### CORE COURSES

The seven 600-level core courses form the essence of this doctoral program. Each one focuses a humanities discipline (that is, art, ethics, literature, management as an art, philosophy, and religion) on the human implications of advanced technology. Thus, each core course helps address



a significant dimension of what it means to be human in an age of advanced technology.

### COMPREHENSIVE EXAMINATION

After completing the computer and second language proficiencies, any prerequisites, and the 13 courses, the student demonstrates knowledge of the salient aspects of this program during the comprehensive examination. This three-day test, based on the seven core courses, requires the Ph.D. student to relate the general goals of the program to specific subjects. Appropriate citations, program integration, and personal evaluation are required in this pre-dissertation written examination.

### MAINTAINING CANDIDACY STATUS UNTIL THE PH.D. IS EARNED

Success in the comprehensive examination allows a candidate into Phase III: dissertation research and writing. During this phase, the candidate enrolls in Dissertation Research & Writing (HUM 690) each semester until the dissertation has been finally accepted by the University before conferral of the Ph.D. degree. Based on work done on the dissertation, students earn a Pass or Fail (P/F) grade for this course each semester.

### DISSERTATION RESEARCH, WRITING, AND PUBLIC ORAL DEFENSE

Following approval of the dissertation proposal, the Ph.D. candidate works under the guidance of the ad hoc committee to research and write a scholarly dissertation. The topic and approach will represent an original contribution to knowledge within the parameters of this Ph.D. program. With the approval of the Graduate Dean, the candidate is scheduled for a public oral defense of the dissertation. Following final revision, the dissertation will be presented according to the policies of the University for acceptance in partial fulfillment of the Ph.D. in the humanities.

### TIME ALLOWED FOR COMPLETION

Ordinarily, a student has seven (7) years to complete this doctoral program. Depending on circumstances, some students may finish in less time while others may need to request an extension beyond seven years. This request, which will require a written rationale, will receive careful consideration. If granted, an extension for one year will in no way imply a second year.

## COURSE DESCRIPTIONS

### I. Prerequisite 500-Level Humanities Courses

**500: Research Seminar.** In this course, students explore various research techniques and apply that knowledge not only in critically analyzing existing research but also in designing and implementing their own research project. Concepts addressed in the course include preparation of a literature review, qualitative and quantitative approaches, triangulation of methods, research designs and their inherent threats in internal and external validity, sampling techniques, data collection methods, and ethical considerations. **NOTE:** This prerequisite course is to be taken at the start of the program.

**510: A History of Technology.** This course investigates the implications of technology on the human condition throughout the course of history. Considered in this investigation are advances in technology based on such fields as astronomy, biology, chemistry, and physics. Practical examples will be taken from such fields as communications, manufacturing, and medicine.

**590: Ph.D. Orientation.** This course provides an orientation to Salve Regina University's doctoral program in the humanities. Focusing on six humanities disciplines in its investigation of the human implications of technology, the course provides insights on the student's concentration, academic and professional background, and core courses. Students prepare a research paper on their dissertation topic based on the methodology of *Turabian*, 5th edition (1987).

### II. Speciality or Concentration Courses

Students propose six to eight 500-level courses as their speciality or concentration. From this group they take three or four courses (depending on their background). These speciality courses should relate to the student's dissertation topic and assist the student in gaining additional insights on this topic. The areas from which students can propose their speciality are listed in the Table of Contents of this *Graduate Catalog*.

### III. Core (600-Level) Humanities Courses

**600: Philosophical Perspectives on the Information Age.** This course provides opportunities for the student to investigate technology in historical context as the organization and institutionalization of knowledge for practical purposes. This investigation proposes to assess the impact of technology on that wisdom which has served as a stabilizing force throughout history.



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**601: The Religious Component of Culture.** This course examines the relationship between religion and culture in the real world of constant historical change and invincible cultural pluralism. Particular attention is given to Christianity in the modern Western world, with some reference to the primal religion of a traditional (pre-literate) African society. Topics include ethnicity, culture, historicity, faith, ideology, technology, prayer, symbol, ritual, religion, church, ecumenism, sacrifice, politics, and alienation.

**602: Social and Strategic Management.** Social and organizational complexity have increased exponentially due to technological advances. The modern CEO must attain strategic goals without causing alienation in the work place. Students and faculty explore experiential modalities for moving toward that realization by encouraging the development of the contemplative executive.

**603: Social Transformation Through Art.** In this course, students examine social change as reflected in and caused by the imagery of art. Students become familiar with ideas related to such topics as semiotics, hermeneutics, reception theory, structuralism, and deconstruction.

**604: Ethics and Modern Technology.** Guided by the key principles of traditional Western ethics (human dignity, justice, freedom, goodness, and truth-telling), this course considers how modern technology affects the experience of being human. 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.

**605: Modern Literature and the Human Condition.** This course studies 20th-century literature as a reflection of diverse attitudes toward contemporary life. Students will read and discuss a range of significant writers whose drama, fiction, and poetry are symptomatic of the human situation.

**606: Technology and the Human Condition (Capstone Course).** This course is a capstone preparation for the comprehensive examination and dissertation research/writing. Students and faculty explore the development of the human condition in relation to the influences of advanced technology.

**690: Dissertation Research and Writing.** This course, to be taken each term until final dissertation acceptance, guides the candidate through the process of researching, writing, revising, and defending the dissertation.

**NOTE:** The doctoral program is scheduled for a focused accreditation visit in 1994 by the New England Association of Schools and Colleges.

# B U S I N E S S





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## MASTER OF ARTS HUMAN RESOURCE MANAGEMENT

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### RATIONALE

This program is designed to provide a new approach to leadership and managerial education. In recognition of the fact that many of the problems encountered in organizational settings revolve around the interaction of people, the curriculum provides the student with insight and education in human development, social values, ethics, behavioral dynamics, and their relationship to the management process. This program is recommended particularly for those students interested in human resource management or for those who are working in not-for-profit organizations.

### REQUIREMENTS

The student is recommended for the Master of Arts degree in Human Resource Management upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Arts degree in Human Resource Management.

The student's program of study for the Master of Arts in Human Resource Management consists of thirty-six (36) graduate credits taken from the Management and Holistic Counseling curricula.

### REQUIRED COURSES

Seven (7) Management courses are required:

- MGT500:** Business Research Methods
- MGT501:** Organizational Theory and Behavior
- MGT503:** Law and Business Organizations
- MGT509:** Management of Human Resources
- MGT540:** Ethics for Managers: Theory and Practice
- MGT560:** Labor Relations
- MGT568:** Human Relations Seminar

### ELECTIVES

In addition to the twenty-one (21) credits in Management courses, the student is required to earn fifteen (15) credits chosen in consultation with the student's ad hoc committee.

### MANAGEMENT ELECTIVES

The student must select two (2) courses from the following courses for a total of six (6) credits:

- MGT518:** Principles of Economics
- MGT526:** Financial Accounting

- MGT530:** Marketing Management
- MGT555:** Advanced Management and Organizational Theory
- MGT575:** Strategic Management
- MGT580:** Special Topics
- MGT591:** Independent Study/Research
- HDV529:** Social Psychology
- HDV532:** Psychology of Group Processes

### HUMAN DEVELOPMENT ELECTIVES

The student must select three (3) courses from this category for a total of nine (9) graduate credits. Please consult the Human Development program section of this catalog for courses and descriptions.

### COURSE DESCRIPTIONS

**MGT500: Business Research Methods.** This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings. **NOTE:** This course must be taken in the first year of graduate studies.

**MGT501: Organizational Theory and Behavior.** This course addresses the application of organizational theory to management functions. The integration of the individual into the organization and the examination of the human factor in organizational dynamics are discussed. **NOTE:** This course must be taken in the first year of graduate studies.

**MGT503: Law and Business Organizations.** Course content concentrates on the legal aspects of business organizations. The laws controlling agency, partnerships, and corporations are examined. Emphasis is on the rights, duties, and liabilities surrounding principal, agent, partner, shareholder, officer, and director.

**MGT509: Management of Human Resources.** This course uses a systems perspective in presenting personnel management as a major component of the broad managerial function, including recruitment, selection, development, utilization, and accommodation of human resources by the organization. Students are actively engaged in the examination and solution of typical personnel management problems in contemporary organizations through the use of case studies.



**MGT518: Principles of Economics.** This course provides a survey of micro- and macroeconomic theory with an emphasis on material vital to managerial decision making. Consideration is given to the economic behavior of firms, in particular, price theory, production theory, and the analytics of economic analysis. The determination of national income, monetary and fiscal policy, and international trade are topics addressed.

**MGT526: Financial Accounting.** In this course, students are introduced to the theory and practice of accounting, including the basic accounting equation, the accounting cycle, the preparation of financial statements, and an analysis of these statements based upon an understanding of generally accepted accounting principles.

**MGT530: Marketing Management.** Students survey the role of marketing in business and in society. Topics studied are consumer behavior, market segments, product positioning, new product development and policy, pricing, distributing, advertising, and sales management. Background material enhances case analysis in weighing marketing factors in management.

**MGT540: Ethics for Managers: Theory and Practice.** Students explore the major ethical theories within the tradition of Western philosophy to evaluate their application to contemporary ethical dilemmas. In the first of the two interconnected levels in this course, a person is looked upon as a thinking being with the capacity to formulate ideas and methodologies of ethical importance. In the second, specific examples of ethical problems faced by managers are analyzed in order to discover ways to resolve them.

**MGT555: Advanced Management and Organizational Theory.** This course is designed to help the student examine the deeper structure of behavior in organizations and to apply that knowledge to designing, planning, directing, and controlling organizations. Students examine new concepts in motivation, advanced communications and management information systems, dynamics of decision making, technology and structure design, and organizational development.

**MGT560: Labor Relations.** Students investigate collective bargaining as a dynamic, ongoing process. A process model of collective bargaining is developed. Special attention is given to the resolution of negotiation impasses, unfair labor practices, and employee grievances. The unique features of bargaining in the public and private sectors are highlighted.

**MGT568: Human Relations Seminar.** This seminar provides a forum for integrating into a personal framework the major organizational theories of management for any complex organization. Students have the opportunity to learn the importance of human problems to managers in terms of decision making, efficiency, and effectiveness.

**MGT575: Strategic Management.** This capstone course enables students to concentrate on the determination and implementation of corporate strategy. The student takes the viewpoint of a senior executive who must integrate the activities of marketing, finance, production, and research and development. Major topics are the determination of corporate strategy and the relationship between a firm's economic strategy and the personal values of senior executives. Prerequisite: MGT561

**MGT580: Special Topics.** Students are provided with an opportunity to explore topics of special interest related to Management.

**MGT591: Independent Study/Research.** This research course is a directed study of independently selected topics in Management. Proposals for topics are approved by the faculty member who will supervise the independent study, by the Program Director, and by the Graduate Dean.

**HDV529: Social Psychology.** This course enables students to consider social psychological approaches to understanding human behavior. Attention is given to such topics as attitude formation and change, illusory thinking, conformity, persuasion, group influence, aggression, altruism, prejudice, attraction, and conflict.

**HDV532: Psychology of Group Processes.** Students explore the various dimensions of the group process. In keeping with the theme of self-realization that characterizes this graduate program, students explore their ability to function in groups in the light of their personal history. Personal strengths for leadership in one's professional setting are studied. The uses of art and movement are investigated as tools for facilitating group process.



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## MASTER OF SCIENCE - ACCOUNTING

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### RATIONALE

There is a growing need for better educated and more committed accounting professionals. Accounting firms and corporations are demanding individuals who have not only the technical competence to perform necessary services, but who also have the ability to analyze and evaluate complex business problems, as well as the interpersonal skills and maturity to make decisions in a service-oriented environment. The Master of Science in Accounting program is designed to provide the student with the technical competence and the analytical and communication skills necessary for success in the accounting profession.

The faculty members of the graduate accounting department are certified public accountants with graduate degrees and extensive experience in both large and small businesses. Satisfactory completion of the required accounting courses provides eligibility to sit for the Certified Public Accountant (CPA) and Certified Management Accountant (CMA) examinations.

### REQUIREMENTS

The student is recommended for the Master of Science degree in Accounting upon successful completion of all requirements and an approved program of forty-two (42) hours of credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Science degree in Accounting.

The program of study consists of fourteen (14) courses across an Accounting Core and a Business Core as follows:

#### ACCOUNTING CORE

The student completes ten (10) required courses in Accounting.

#### BUSINESS CORE

The student completes four (4) courses in Management:

- MGT500:** Business Research Methods
- MGT503:** Law and Business Organizations
- MGT504:** Law of Financial Transactions
- MGT540:** Ethics for Managers

Students who have not taken an economics course should substitute a graduate economics elective for one of the law courses.

### COURSE DESCRIPTIONS

**ACC501: Intermediate Accounting I.** Course topics are generally accepted accounting principles and an in-depth study of financial statements focusing on current assets. Prerequisite: Accounting Principles I, II

**ACC502: Intermediate Accounting II.** This course includes more difficult problems in specialized areas such as fixed and intangible assets, current and long-term liabilities, and stockholders' equity. Prerequisite: ACC501

**ACC503: Intermediate Accounting III.** Topics include statement of cash flow, deferred taxes, pensions, leases, earnings per share and accounting changes. Prerequisite: ACC502

**ACC510: Cost/Managerial Accounting I.** Topics include cost-volume-profit relationships, job order, and process costing systems. Instruction emphasizes basic concepts involving cost accumulation and cost for planning and control. Prerequisite: Accounting Principles I, II

**ACC511: Cost/Managerial Accounting II.** Topics include variable and absorption costing, budgeting and standard costing, with emphasis on decision models using accounting information. Prerequisite: ACC510

**ACC520: Federal Income Taxes I.** A study of the basic components of taxable income for individuals including deductions, inclusions, exclusions, gains and losses, and tax credits. This course also covers sales and exchanges of property, including non-taxable exchanges. Students perform tax research using automated databases. Prerequisites: Accounting Principles I, II

**ACC521: Federal Taxes, Advanced.** This course covers capital gains and losses; taxation of C corporations, S corporations, partnerships, and estate/gift taxes. Prerequisite: ACC 520

**ACC530: Advanced Accounting.** Course content includes principles and practices of fund accounting as it applies to municipalities, educational institutions, hospitals, and similar organizations. The preparation of financial statements for partnerships and consolidated groups of controlled corporations is also of major importance. Prerequisite: ACC503



**ACC540: Auditing.** A study of the duties and responsibilities of an auditor. Topics include standards, ethics, legal liability, planning, risk, evidence, internal controls, substantive testing and audit reports. Students analyze real world case problems throughout the course. Prerequisite: ACC502

**ACC550: Accounting Theory and Practice.** Students explore and analyze current issues facing the accounting profession. The impact of FASB pronouncements and other reporting issues are considered. Students use accounting software to record, summarize, report, and analyze financial information. Prerequisite: ACC503

**MGT500: Business Research Methods.** This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings. **NOTE:** This course must be taken in the first year of graduate studies.

**MGT503: Law and Business Organizations.** This course concentrates on the legal aspects of business organizations. The laws controlling agency, partnerships, and corporations are examined. Emphasis is on the rights, duties, and liabilities relating to principal, agent, partner, shareholder, officer, and director.

**MGT504: Law of Financial Transactions.** This course exposes the student to a survey of the law of contracts, personal property, bailments, bankruptcy, commercial paper, and secured transactions. Prerequisite: MGT503

**MGT540: Ethics for Managers: Theory and Practice.** Students explore the major ethical theories within the tradition of Western philosophy to evaluate their application to contemporary ethical dilemmas. In the first of the two interconnected levels in this course, a person is looked upon as a thinking being with the capacity to formulate ideas and methodologies of ethical importance. In the second, specific examples of ethical problems faced by managers are analyzed in order to discover ways to resolve them.

## COMBINED BACHELOR'S AND MASTER'S DEGREE PROGRAM

Salve Regina University has a program of accelerated study leading to both the Bachelor's and the Master's degrees. This program is designed to encourage highly motivated students to pursue an advanced degree in Accounting, after obtaining a Bachelor's degree in another discipline. The course of study conforms to requirements of the AICPA and most boards of accountancy, which specify a minimum of one hundred and fifty (150) credit hours of education.

In order to meet both undergraduate and graduate requirements, students must take a minimum of sixteen (16) credits in each semester of freshman year, eighteen (18) credits in each of the next six semesters, and twelve (12) credits in each semester of the fifth year. The total credits are one hundred twenty-eight (128) for the Bachelor's degree and thirty-six (36) for the Master's degree. Students who pursue the suggested plan of study will complete the undergraduate requirements and one-third of the graduate work at the end of the fourth year. This may be accomplished without incurring any additional tuition costs.

The pursuit of both Bachelor's and Master's degrees necessitates careful planning of the student's academic program. For this reason students must contact the Chair of the Accounting Department as soon as they determine their interest in this objective. This contact will ensure coordination between the student's undergraduate and graduate curriculum.

Students should apply for admission to the graduate program in the first semester of their senior year. They should write "Five-Year Student" in the upper right-hand corner of the application form. They should also arrange to take the Miller Analogies Test (MAT) which is regularly offered at the university. Two letters of recommendation are required from current instructors. The recommendations should attest to the student's character and potential for doing graduate level work.

After submitting the application, letters of recommendation, and MAT results, the student will be interviewed by an ad hoc committee composed of Accounting faculty and administration. Upon the favorable recommendations of this committee, the student is accepted as a provisional graduate student in the second semester of the senior year.

After receiving the Bachelor's degree, the student should contact the Graduate Studies office to schedule an ad hoc committee meeting in order to complete the admissions and matriculation process.



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## MASTER OF SCIENCE INFORMATION SYSTEMS SCIENCE

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### RATIONALE

The Master of Science program in Information Systems Science provides learning opportunities for students interested in acquiring an understanding of current and evolving information systems technology, its impact on organizations and society, and its ethical use in achieving organizational objectives. The program prepares students with little prior information systems knowledge for entry into the field in technical, managerial, or sales/marketing positions and students with systems experience for advancement to positions of greater responsibility. The MS/ISS curriculum is developed in consonance with recommendations of the ISS Industry Advisory Council, a group of Rhode Island information systems executives.

### REQUIREMENTS

The student is recommended for the Master of Science in Information Systems Science upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend conferring the Master of Science degree in Information Systems Science.

Students entering the program with no prior ISS academic credits or work experience in information systems must take the twelve (12) core courses to complete the requirements. Electives are available only to students qualifying for exemption from one or more core courses.

A student may petition to substitute an elective for a core course based on academic credit or responsible work experience in the systems field.

### REQUIRED COURSES

- MGT500:** Business Research Methods
- ISS/MGT540:** Ethics for Managers: Theory and Practice
- ISS501:** Structured Systems Analysis and Design
- ISS502:** Advanced Application Programming
- ISS510:** Database Management Systems
- ISS520:** Database Application Development
- ISS521:** Transaction Processing Systems
- ISS522:** Management Structures
- ISS530:** Operating Systems
- ISS532:** Distributed Data Processing, Networks, and Telecommunications
- ISS534:** Knowledge-based and Decision Support Systems
- ISS550:** Information Resource Management

### ELECTIVES

- ISS541:** Advanced Systems Analysis and Design
- ISS542:** Software Project Management
- ISS580-589:** Special Topics

### COURSE DESCRIPTIONS

**MGT500: Business Research Methods.** This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings.

**ISS/MGT540: Ethics for Managers: Theory and Practice.** Students explore the major ethical theories within the tradition of Western philosophy to evaluate their application to contemporary ethical dilemmas. In the first of the two interconnected levels in this course, a person is looked upon as a thinking being with the capacity to formulate ideas and methodologies of ethical importance. In the second, specific examples of ethical problems faced by managers are analyzed in order to discover ways to resolve them.

**ISS501: Structured Systems Analysis and Design.** Students examine the elements of structured systems analysis and design and the system life-cycle method for developing and implementing computer-based information systems. The course includes the following topics: data gathering and analysis techniques, prototyping, problem decomposition, project management, human factors in implementing automated systems, and recent trends in analysis and design. Prerequisite: Familiarity with business computer systems (Prerequisite may be satisfied by ISS101)

**ISS502: Advanced Application Programming.** In this course, students are required to develop, code, test, and implement an application system. Emphasis is given to structured programming techniques, data structures, the user interface, and file processing techniques. Prerequisite: Three (3) credits of C at the undergraduate level or permission of the instructor

**ISS510: Database Management Systems.** The student has an opportunity to learn the theoretical basis for database management systems and develops practical working knowledge of a selected database management system. Emphasis is placed on the relational model. Prerequisite: ISS501 and ISS502 or permission of the instructor



**ISS520: Database Application Development.** The student uses contemporary software tools to develop a significant application in the database environment. The development encompasses design through implementation stages of the systems development cycle. Prerequisite: ISS510

**ISS521: Transaction Processing Systems.** The student studies the information systems that support the basic business functions of an organization. The relative advantages of batch and on-line processing are examined in the context of the revenue, expenditure, production or conversion, financing, and human resource subsystems of an organization. The need for controls throughout the process is stressed. The development of routine management information and the relationship between transaction processing systems and decision support systems are examined. Prerequisite: ISS501

**ISS522: Management Structures.** Students examine the interactions between information systems technology and the structure of organizations, particularly the impact that interactive access to information has had on traditional hierarchical structures and the additional alternative structures facilitated by information technology. The systems approach to understanding organizations is emphasized. Prerequisite: MGT500

**ISS530: Operating Systems.** Operating system concepts and design and how they relate to the coordinated functioning of a computer are the chief topics covered in the course. Specific topics include scheduling, memory management, data management, trends and alternatives in operating system design. Prerequisite: ISS502

**ISS532: Distributed Data Processing, Networks, and Telecommunications.** Distributed data processing, local area networks (LAN), wide area networks (WAN), data communications, and network administration as applied to integrated voice/data networks are topics treated in this course. Prerequisite: ISS501

**ISS534: Knowledge-based and Decision Support Systems.** In this course, the student examines the fundamentals of knowledge acquisition and presentation. Expert systems and other decision support tools are developed in the context of supporting a business entity in functional areas and strategic planning. The student develops a PC-based expert system and uses a wide range of decision support techniques. Prerequisite: ISS502

**ISS541: Advanced Systems Analysis and Design.** The student examines the latest developments in the theory and practice of systems analysis and design. Topics include the fundamentals of requirements analysis, a comparison of process-oriented, data-oriented, and object-oriented approaches, real-time design considerations, and the application of computer-aided software engineering (CASE) products to the analysis and design process. Prerequisite: ISS501 or equivalent

**ISS542: Software Project Management.** Students apply the principles of project management to the software-development life cycle. Topics include personnel management in the project environment, cost estimation, productivity and quality metrics, resource management within the life cycle, software quality assurance techniques, software testing fundamentals, and software configuration management.

**ISS550: Information Resource Management.** In this course, the student examines the importance of information as a resource for the survival and growth of a modern organization. The perspective taken is that of the Chief Information Officer. Topics covered include strategic implications of information, the role of information in supporting organizational goals, and the long-range planning process. This is the capstone course for ISS students and must be taken in the last Spring semester of the student's program.

**ISS580-589: Special Topics.** These courses provide a structure for visiting faculty to offer subjects of timely interest to special groups of students and to keep the curriculum in step with the rapid change of information systems technology. The course content varies with each offering.



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## MASTER OF SCIENCE - STATISTICS

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### RATIONALE

Some people regard Statistics as a subset of mathematics. However, the modern consensus of science is that such a view is much too narrow. It is apparent that the basis for all but descriptive statistics is the study of probability, and the wide utility of probability or stochastic models is now well recognized. Their use has revolutionized areas of science, engineering, business, and medicine.

Some scientists and engineers have said that statistics is more important in their work than calculus. This is surely true in most fields of science. Statistics has come of age in this century as a discipline of its own—separate from mathematics.

### REQUIREMENTS

The student is recommended for the Master of Science degree in Statistics upon successful completion of all requirements and an approved program of at least thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Science degree in Statistics.

### PROGRAM OF STUDY

A core of six (6) courses is required of all students as follows:

<b>HUM500:</b>	Research Seminar
<b>STA502:</b>	Introduction to SAS
<b>STA510:</b>	Mathematical Statistics I
<b>STA511:</b>	Mathematical Statistics II
<b>STA512:</b>	Applied Statistics I
<b>STA513:</b>	Applied Statistics II

The student, based on the interdisciplinary philosophy of the program, must select one of the following specialties:

Statistics  
Statistics/Education  
Statistics/Health Services Administration  
Statistics/Information Systems Science  
Statistics/Management

A student, consistent with his or her professional interests, may request that the ad hoc committee structure a different program from those listed above. The structure of this new program must be approved by the program director. The student's ad hoc committee may select other graduate courses that are more appropriate for the student's program.

### EXAMINATIONS AND THESIS REQUIREMENTS

Candidates for the Master of Science degree in Statistics will be required to complete a thesis in conjunction with the six-credit- hours thesis course, STA590. The thesis may be a monograph, the content of which is drawn from recent research papers in an area of statistics or probability that is of interest to the student, or a technical report on a data analysis/statistical computing project which the student has undertaken with faculty supervision. The thesis will reflect the scientific and technical communications skills that a graduate of the program will require in further graduate study or in a position as statistician in industry or in government. The student will be required to defend the thesis before the ad hoc committee and to be questioned on the broad spectrum of statistical methodologies consistent with the student's program.

### NON-THESIS OPTION

A student may elect to take a non-thesis option program by taking six (6) graduate credit hours of course work approved by the student's ad hoc committee. Upon completion of all course work, the student is required to take a written or oral examination on statistical analysis and methods, administered by the ad hoc committee.

### CORE COURSE DESCRIPTIONS

**HUM500: Research Seminar.** In this course, students explore various research techniques and apply that knowledge not only in critically analyzing existing research but also in designing and implementing their own research project. Concepts addressed in the course include preparation of a literature review, qualitative and quantitative approaches, triangulation of methods, research designs and their inherent threats in internal and external validity, sampling techniques, data collection methods, and ethical considerations. **NOTE:** This prerequisite course is to be taken at the start of the program.

**STA502: Introduction to SAS.** This one-semester hour course will familiarize the student with the workings of the SAS statistical software package that runs under "Windows" on the DEC Local Area Network. Activities include, but are not limited to, understanding fundamental concepts, using the SAS Display Manager system, writing programs, debugging programs, entering and accessing data, creating reports, and producing charts and plots.

**STA510: Mathematical Statistics I.** The course content includes axioms of probability, random variables, classical probability distribution moments and moment generating functions, modes of convergence, limit theory for sums of independent random variables, and derived probability distributions. Prerequisite: MTH191, 192, and 193 or equivalent

**STA511: Mathematical Statistics II.** The course content includes derived sample probability distributions, point and interval estimations, hypothesis testing, and statistical decision theory. Prerequisite: STA510

**STA512: Applied Statistics I.** The course content includes statistical analysis and interpretation of data—estimations analysis, hypothesis testing, decision analysis, and analysis of categorical data. Emphasis is on utilization of real-life data and the use of package programs. Prerequisite: introductory course in statistics, some knowledge of the use of package programs, or permission of instructor

**STA513: Applied Statistics II.** The course content includes regression, analysis of variance (ANOVA) and discriminant analysis. Emphasis is on statistical model designs and testing of real-life data. Students will implement Statistical Software Procedures (SAS). Prerequisite: STA512

#### SEMINAR, THESIS, AND INDEPENDENT STUDY

**STA580-589: Seminar (2 credits).** This seminar is directed by a faculty member. Students are required to participate in the presentations of research papers and discussions on the philosophy and thinking of statistical methodologies. Prerequisite: permission of program director

**STA590: Thesis (6 credits).** The student writes a thesis under the direction of a faculty member with special competence in the subject matter of the thesis. Prerequisite: approval by the student's ad hoc committee

**STA591-599: Independent Study.** This research course is a directed study of independently selected topics in Statistics. Proposals for topics are approved by the faculty member who will supervise the independent study, by the Program Director, and by the Graduate Dean.

## STATISTICS

### REQUIRED COURSES

<b>STA514:</b>	Non-Parametric Statistics
<b>STA516:</b>	Sampling Methods
<b>STA518:</b>	Applied Multivariate Analysis
<b>STA520:</b>	Time Series Analysis

### COURSE DESCRIPTIONS

**STA514: Non-Parametric Statistics.** Topics include methods of non-parametric/distribution-free statistics, order statistics, and tolerance regions. Emphasis is on analyzing data when classical statistical methods are not applicable. Prerequisite: STA511 or STA512

**STA516: Sampling Methods.** Students examine sampling versus total enumeration, planning of a survey or an experiment, and statistical sampling methods—simple, stratified, systematic, cluster, and multistage sampling. Emphasis is on the design and implementation of real-life cases. Prerequisite: STA512 or equivalent

**STA518: Applied Multivariate Analysis.** Topics include multivariate normal distributions—its properties and inference, multiple and partial correlation analysis, principal components and factor analysis, and analysis of covariance. Emphasis is on applying these methods using the computer. Prerequisite: STA511 and STA513

**STA520: Time Series Analysis.** Students examine applications of discrete time series models—autoregressive, moving average, or autoregressive and moving averages. Topics also include formulation and testing of such models for forecasting real-life data, filtering techniques, updating, and goodness of fit. Emphasis is on the development of the models using computers. Prerequisite: STA511 or 513

## STATISTICS/EDUCATION

### REQUIRED COURSES

<b>EDC500:</b>	Introductory Research Seminar
<b>EDC504:</b>	Teaching and Learning Strategies: State of the Art
<b>EDC523:</b>	Ecology/Environmental Education for Elementary School Teachers
<b>EDC525:</b>	Mathematics Curriculum



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## COURSE DESCRIPTIONS

**EDC500: Introductory Research Seminar.** This seminar provides a structured and supportive environment through which beginning students in the Master of Education program become familiar with the research process, sources, and tools, in relation to a clearly stated research problem significant in education and significant to school settings. Since the course requires a semester-long research project with relevance to schools, students should select a meaningful problem of practical value before the first meeting of the course. **NOTE:** This course must be taken as the first course in the program and is a prerequisite for all other courses.

**EDC504: Teaching and Learning Strategies: State of the Art.** This course is designed to present contemporary research on learning styles and teaching strategies with a practical application to classroom situations. Learning styles include study of hemisphericity, the modalities, mind styles, problem-solving techniques, and analysis of other learning style inventories and elements. Teaching strategies include the study and application of cooperative learning, effective processing of information, reflective teaching, critical thinking skills, and instructional approaches for self-directed student learning.

**EDC523: Ecology/Environmental Education for Elementary School Teachers.** This course is a survey of current global ecological, and environmental problems with practical activities for student implementation on the elementary level. Topics addressed with their ensuing problems include energy, the greenhouse effect, acid rain, pollution, waste disposal, carcinogens, reforestation, strip mining, conservation, preservation, genetic engineering, and biotechnology.

**EDC525: Mathematics Curriculum.** In this course, students research and critique mathematics curriculum K-12 and current educational mathematics curriculum projects and programs on the national and international level. Emphasis is on the development of an understanding of mathematics education.

## STATISTICS/HEALTH SERVICES ADMINISTRATION

### REQUIRED COURSES

- HSA501:** Introduction to Health Services
- HSA519:** Health Care Finance
- HSA525:** Ethics For Health Professionals
- HSA543:** Public Health Administration

### COURSE DESCRIPTIONS

**HSA501: Introduction to Health Services.** Students study the American health care systems and the process by which health care services are delivered. Students are provided with a comprehensive overview of the health care industry—its historical development, current issues, and future trends. Current issues in the delivery of health services are also discussed.

**HSA519: Health Care Finance.** The student is provided with a conceptual and practical foundation in health care finance. The course begins with an overview of the health care environment and the introduction of financial concepts through review and analysis of financial statements. Class 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.

**HSA525: Ethics for Health Professionals.** Students explore the current and recurring ethical issues that face the health professional in today's health care environment. Topics include the right to refuse treatment, the right to die, organ donation, allocation of resources, and issues related to health care reimbursement and administration, such as cost containment and quality assurance. Other topics treated are informed consent, confidentiality, paternalism, autonomy, and professional codes. Traditional theories of ethics as well as decision-making models are also examined.

**HSA543: Public Health Administration.** Health care professionals receive instruction in the role and responsibilities of Public Health in the United States. Students are provided with a comprehensive overview of such issues as the scope of public health and its impact on the lives of citizens as well as society. Students also examine issues regarding preventing disease, prolonging life, and promoting good health through organized community effort. Questions relating to the responsibility of the Health Care Professional in the areas of public health are addressed.

**STATISTICS/INFORMATION SYSTEMS SCIENCE****REQUIRED COURSES**

- ISS501:** Structured Systems Analysis and Design  
**ISS532:** Distributed Data Processing, Network, and Telecommunications  
**ISS534:** Knowledge Based and Decision Support Systems  
**ISS550:** Information Resource Management

**COURSE DESCRIPTIONS****ISS501: Structured Systems Analysis and Design.**

Students examine the elements of structured systems analysis and design and the system life-cycle method of developing and implementing computer-based information systems. The course includes the following topics: data gathering and analysis techniques, prototyping, problem decomposition, project management, and human factors in implementing automated systems. Prerequisite: familiarity with business computer systems. (Prerequisite may be satisfied by ISS101.)

**ISS532: Distributed Data Processing, Networks, and Telecommunications.** Distributed data processing, local area networks (LAN), wide area networks (WAN) data communications, and network administration as applied to integrated voice/data networks are topics treated in this course. Prerequisite: ISS501

**ISS534: Knowledge Based and Decision Support Systems.** In this course, the student examines the fundamentals of knowledge acquisition and presentation. Expert systems and other decision support tools are developed in the context of supporting a business entity in functional areas and strategic planning. The student develops a pc-based expert system and uses a wide range of decision support techniques. Prerequisite: ISS502

**ISS550: Information Resource Management.** In this course the student examines the importance of information as a resource for the survival and growth of a modern organization. The perspective taken is that of the Chief Information Officer. Topics covered include strategic implications of information, the role of information in supporting organizational goals, and the long-range planning process. This is the capstone course for ISS students and must be taken in the last Spring semester of the student's program.

**STATISTICS/MANAGEMENT****REQUIRED COURSES**

- MGT500:** Business Research Methods  
**MGT501:** Organizational Theory and Behavior  
**MGT509:** Management of Human Resources  
**MGT526:** Financial Accounting

**COURSE DESCRIPTIONS**

**MGT500: Business Research Methods.** This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings.

**MGT501: Organizational Theory and Behavior.** This course addresses the application of organizational theory to management functions. The integration of the individual into the organization and the examination of the human factor in organizational dynamics are discussed.

**MGT509: Management of Human Resources.** This course uses a systems perspective in presenting personnel management as a major component of the broad managerial function, including recruitment, selection, development, utilization, and accommodation of human resources by the organization. Students are actively engaged in the examination and solution of typical personnel management problems in contemporary organizations through the use of case studies.

**MGT526: Financial Accounting.** In this course, students are introduced to the theory and practice of accounting, including the basic accounting equation, the accounting cycle, the preparation of financial statements, and analysis of these statements based upon an understanding of generally accepted accounting principles.



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## MASTER OF BUSINESS ADMINISTRATION

### RATIONALE

The Master of Business Administration program is designed to prepare graduates for professional careers in organizations that are part of rapidly changing environments. With the globalization of the marketplace, increased emphasis on environmental matters, and concern for the ethical issues confronting today's business person, this curriculum provides students with technical knowledge and skills to address and appreciate these contemporary topics. This degree program is directed toward developing managers; it focuses on such important areas as finance, economics, accounting, ethics, organizational behavior, and strategic management. In keeping with the Christian tradition of the University, social purpose and humanization of the workplace are underlying values of the program.

### REQUIREMENTS

The student is recommended for the Master of Business Administration degree upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Business Administration degree.

### UNDERGRADUATE PREREQUISITE COURSES

The courses below are prerequisites for the program.

Area	Credits
Accounting I and II	6
Economic Principles I and II	6
Information Systems Science I and II	8
Business Statistics	3
Applied Calculus I and II	
OR	6
Quantitative Business Analysis I & II	

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Undergraduate prerequisite courses may be taken at Salve Regina University or at another institution of higher education. The Program Director will certify the acceptability of prerequisite courses.

### PROGRAM OF STUDY

The student's program of study will consist of eight (8) required graduate courses and four (4) elective courses for a total of twelve (12) courses in a selected area of concentration.

### REQUIRED COURSES

The Management concentration requires all of the following nine (9) courses. In the Accounting, Global Business, and Information Systems Science concentrations, one (1) course is waived. (See specific area of concentration for the waived course.)

**MGT500:** Business Research Methods

**MGT501:** Organizational Theory and Behavior

**MGT503:** Law and Business Organizations

**MGT510:** Operations Research

**MGT518:** Principles of Economics

**MGT526:** Financial Accounting

**MGT540:** Ethics for Managers: Theory and Practice

**MGT561:** Financial Management

**MGT575:** Strategic Management and Business Policy

### AREAS OF CONCENTRATION

Depending on the area of concentration, nine (9) to twelve (12) graduate credit hours are required.

Selected areas of concentration are as follows:

Accounting  
Global Business  
Information Systems Science  
Management

### COURSE DESCRIPTIONS

**MGT500: Business Research Methods.** This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings. **NOTE:** This course must be taken in the first year of graduate studies.

**MGT501: Organizational Theory and Behavior.** In this course students address the application of organizational theory to management functions. In addition, they consider the integration of the individual into the organization. The human factor in organizational dynamics is also considered. **NOTE:** This course must be taken in the first year of graduate studies.

**MGT503: Law and Business Organizations.** The course content concentrates on the legal aspects of business organizations. The laws controlling agency, partnerships, and corporations are examined. Emphasis is on the rights, duties, and liabilities surrounding principal, agent, partner, agent, shareholder, officer, and director.

**MGT510: Operations Research.** This course is an introduction to the use of quantitative methods in business decision making. Topics include linear programming, decision making under uncertainty, forecasting, queuing, and inventory systems.

**MGT518: Principles of Economics.** This course provides a survey of micro- and macroeconomics theory with an emphasis on material vital to managerial decision making. Consideration is given to the economic behavior of firms; in particular, price theory, production theory, and the analytics of economic analysis. The determination of national income, monetary and fiscal policy, and international trade are topics addressed.

**MGT526: Financial Accounting.** In this course students are introduced to the theory and practice of accounting, including the basic accounting equation, the accounting cycle, the preparation of financial statements, and an analysis of these statements based upon an understanding of generally accepted accounting principles.

**MGT540: Ethics for Managers: Theory and Practice.** Students explore the major ethical theories within the tradition of Western philosophy to evaluate their application to contemporary ethical dilemmas. In the first of the two interconnected levels in this course, a person is looked upon as a thinking being with the capacity to formulate ideas and methodologies of ethical importance. In the second, specific examples of ethical problems faced by managers are analyzed in order to discover ways to resolve them.

**MGT561: Financial Management.** Students become acquainted with the tools and instruments employed by financial managers in providing a financial program for current operations and long-term needs. Emphasis is placed on current practice in industry. To this end, the investment, financing, and evaluation decisions of various economic units are investigated. The objective is to show the application of finance theory to current management issues. Prerequisite: MGT526

**MGT575: Strategic Management.** This capstone course enables students to concentrate on the determination and implementation of corporate strategy. The student takes the point of view of a senior executive who must integrate the activities of marketing, finance, production, and research and development. Major topics are the determination of corporate strategy and the relationship between a firm's economic strategy and the personal values of senior executives. Prerequisite: MGT561

## MBA/ACCOUNTING

(For students selecting this concentration, MGT526 is waived)

- ACC501:** Intermediate Accounting I
- ACC502:** Intermediate Accounting II
- ACC503:** Intermediate Accounting III
- ACC530:** Advanced Accounting

## COURSE DESCRIPTIONS

**ACC501: Intermediate Accounting I.** The course topics are generally accepted accounting principles and an in-depth study of financial statements. Prerequisite: Accounting Principles I, II

**ACC502: Intermediate Accounting II.** The course topics are more difficult problems in specialized areas such as stockholders' equity and earnings per share. Prerequisite: ACC501

**ACC503: Intermediate Accounting III.** Content of the course includes statement of cash flow, deferred taxes and pensions, and leases. Prerequisite: ACC502

**ACC530: Advanced Accounting.** Course content includes principles and practices of fund accounting as it applies to municipalities, educational institutions, hospitals, and similar organizations. The preparation of financial statements for partnerships and consolidated groups of controlled corporations is of major importance. Prerequisite: ACC502

## MBA/GLOBAL BUSINESS

(For students selecting this concentration, MGT510 is waived)

- MGT538:** Global Business
- MGT548:** Global Marketing
- MGT563:** Global Trade and Finance
- MGT567:** Doing Business in Europe



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## COURSE DESCRIPTIONS

**MGT538: Global Business.** The course content includes the backgrounds, patterns, and practical operations of global business. Topics include transnational corporations, global commodity trade, and global financial flows. The interactions between the global business policies and the host country's sociopolitical and economic environment are investigated. Prerequisite: MGT501 and 526

**MGT548: Global Marketing.** Students are required to apply domestic marketing techniques to the global environment. The special features of the global marketplace are emphasized. Prerequisite: MGT530

**MGT563: Global Trade and Finance.** The determinants and patterns of global trade and conventional theories, new theories of trade, global payments, foreign exchange rates, and related issues are discussed. Prerequisite: MGT538

**MGT567: Doing Business in Europe.** Course content focuses on the business opportunities in Europe. The potential impact of the integration movement of the European Community on the American transnational corporations is evaluated. Prerequisite: MGT563

## MBA/INFORMATION SYSTEMS SCIENCE

(For students selecting this concentration, MGT510 is waived)

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|----------------|---|
| <b>ISS501:</b> | Structured Systems Analysis and Design                        |
| <b>ISS532:</b> | Distributed Data Processing, Networks, and Telecommunications |
| <b>ISS534:</b> | Knowledge-Based and Decision Support Systems                  |
| <b>ISS550:</b> | Information Resource Management                               |

## COURSE DESCRIPTIONS

**ISS501: Structured Systems Analysis and Design.** Students examine the elements of structured systems analysis and design and the system life-cycle method for developing and implementing computer-based information systems. The course includes the following topics: data gathering and analysis techniques, prototyping, problem decomposition, project management, and human factors in implementing automated systems. Prerequisite: Familiarity with business computer systems. (Prerequisite may be satisfied by ISS101.)

**ISS532: Distributed Data Processing, Networks, and Telecommunications.** Distributed data processing, local area networks (LAN), wide area networks (WAN) data communications, and network administration as applied to integrated voice/data networks are topics treated in this course. Prerequisite: ISS501

**ISS534: Knowledge-Based and Decision Support Systems.** In this course, the student examines the fundamentals of knowledge acquisition and presentation. Expert systems and other decision support tools are developed in the context of supporting a business entity in functional areas and strategic planning. The student develops a PC-based expert system and uses a wide range of decision support techniques. Prerequisite: ISS502

**ISS550: Information Resource Management.** In this course, the student examines the importance of information as a resource for the survival and growth of a modern organization. The perspective taken is that of the Chief Information Officer. Topics covered include strategic implications of information, the role of information in supporting organizational goals, and the long-range planning process. This is the capstone course for the MBA/ISS program and must be taken in the last Spring trimester of the student's program.

## MBA/MANAGEMENT

Students are required to take the following courses:

- MGT509:** Management of Human Resources  
**MGT530:** Marketing Management

## COURSE DESCRIPTIONS

**MGT509: Management of Human Resources.** This course uses a systems perspective in presenting personnel management as a major component of the broad managerial function, including recruitment, selection, development, utilization, and accommodation of human resources by the organization. Students are actively engaged in the examination and solution of typical personnel management skills and insights through the application of personnel management concepts to specific case studies.

**MGT530: Marketing Management.** Students survey the role of marketing in business and in society. Topics studied are consumer behavior, market segments, product positioning, new product development and policy, pricing, distribution, advertising, and sales management. Background material enhances case analysis in weighing market factors in management.

**Students must select one of the following courses:**

**MGT555:** Advanced Management and Organizational Theory

**MGT568:** Human Relations Seminar

**MGT580:** Special Topics

**MGT591:** Independent Study/Research

#### **COURSE DESCRIPTIONS**

**MGT555: Advanced Management and Organizational Theory.** This course is designed to help the student examine the deeper structure of behavior in organizations and to apply the knowledge to designing, planning, directing, and controlling organizations. Students examine new concepts in motivation, advanced communications and management information systems, dynamics of decision making, technology and structure design, and organizational development.

**MGT568: Human Relations Seminar.** This seminar provides a forum for integrating into a personal framework the major organizational theories of management for any complex organization. Students have the opportunity to learn the importance of human problems to managers in terms of decision making, efficiency, and effectiveness.

**MGT580: Special Topics.** Students are provided with an opportunity to explore topics of special interest related to Management.

**MGT591: Independent Study/Research.** This research course is a directed study of independently selected topics in Management. Proposals for topics are approved by the faculty member who will supervise the independent study, by the Program Director, and by the Graduate Dean.



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## MASTER OF SCIENCE BIOMEDICAL TECHNOLOGY AND MANAGEMENT

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### RATIONALE

The Master of Science program in Biomedical Technology and Management is designed to provide opportunities for students to prepare for professional careers in Cytotechnology, Medical Technology, and Biotechnology. These programs qualify the student for entrance to certification examinations given by the American Society of Clinical Pathologists in Medical Technology or Cytotechnology. Satisfactory completion of the examination enables the student to become either a registered Medical Technologist, MT (ASCP), or a registered Cytotechnologist, CT (ASCP).

The Management segment of this program prepares the student to assume a leadership position in the Biomedical Technology field. The typical position in a laboratory not only requires undergraduate and graduate degrees in Biology or Biomedical Science but also advanced courses in management.

### REQUIREMENTS

The student is recommended for the Master of Science degree in Biomedical Technology and Management upon successful completion of all requirements and an approved program of forty-seven (47) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend conferring the Master of Science degree in Biomedical Technology and Management.

Acceptance into the Master of Science program in Biomedical Technology and Management is contingent upon the student's being accepted into a Medical Technology or Cytotechnology Internship at one of the University's affiliated hospitals or into an approved Medical Technology or Cytotechnology Internship at a hospital with which the University would open an affiliation. Prospective students should contact the Medical Technology program director concerning the specific requirements for admission to the Medical Technology or Cytotechnology Internship.

### PROGRAM OF STUDY

The student's program of study consists of a thirty-two (32) graduate credit Medical Technology or Cytotechnology Internship and five graduate courses (15 credits) in Management. The internship is normally begun between June and September and is completed at an affiliated hospital-based school approved by the American

Society of Clinical Pathologists. Upon satisfactory completion of the internship year, the student enrolled at the University will be eligible to take the examination of the American Society of Clinical Pathologists in order to become a registered Medical Technologist, MT (ASCP) or a registered Cytotechnologist, CY (ASCP).

### THE BIOMEDICAL TECHNOLOGY CORE

Thirty-two (32) graduate credits

### COURSE DESCRIPTIONS

#### OPTION I: CYTOTECHNOLOGY

**CYT500:** The following courses are pursued in the laboratories of the hospitals affiliated with this University and constitute the internship portion of the Master of Science Program in Biomedical Technology and Management.

**CYT510; Cytopreparatory Techniques.** A review of cell structure, staining techniques, and principles of microscopic examination. The anatomy and physiology of the female reproductive system will be reviewed. The nonmalignant cytology of the female genital tract will also be presented.

**CYT520: Gynecological.** The clinical aspects of atypia, dysplasia, carcinoma-in-situ and invasive squamous cell carcinoma are presented. Endometrial carcinoma, endocervical carcinoma, other genital tract cancer, and radiation effects on cells will be considered.

**CYT530: Pulmonary Cytology.** The benign and malignant cytology of the respiratory tract will be correlated with various anatomical and physiological pathology. Benign, atypical, and malignant exfoliative cells from the serous effusions will also be studied.

**CYT540: Gastrointestinal Cytology.** The benign and malignant cytology of the gastrointestinal tract will be correlated with various anatomical and physiological pathological states of the respiratory.

**CYT550: Urinary Tract & Body Fluid Cytology.** Benign, atypical and malignant exfoliative cells from urinary tracts, serous effusions, and cerebrospinal fluid will be studied.



**CTY560: Breast and Miscellaneous Cytology.** The cytopathology of benign, atypical and malignant exfoliative cells from breast secretions will be presented. Benign atypical and hormonal changes will also be covered. The cytological diagnostic criteria of benign, premalignant and malignant tumors from various body sites and their histopathological correlations will also be presented.

**CYT570: Applied Cytology I (Gynecological Cytology).** Practical experience is given in the microscopic evaluation and screening of cytological smears from the respiratory tract, gastrointestinal tract, urinary tract and from body fluids.

**CYT580: Applied Cytology II.** Practical experience is given in the microscope evaluation and screening of cytological smears from the respiratory tract, gastrointestinal tract, urinary tract, and from body fluids.

**CYT590: Applied Cytology III (All Body Sites Cytology).** Practical experience is given in the microscopic evaluation of cytological smears from various body sites. The typical cellular changes associated with radiation and chemotherapeutic treatments are covered. Typical cellular changes seen during pregnancy and the various other hormonal conditions will also be studied.

**CYT599: Special Projects in Cytotechnology.** Special projects in cytology, cytopathology, and/or cytotechnology are investigated by the students. Both written and oral presentations may be required.

## OPTION II: MEDICAL TECHNOLOGY

### **MET500: Clinical Laboratory Techniques.**

The following courses are pursued in the laboratories of the hospitals affiliated with this University and constitute the internship portion of the Master of Science Program in Biomedical Technology and Management:

**MET510: Clinical Microbiology.** The content of this course includes a study of the relationship of bacteria and human bacterial diseases, with an emphasis on the application of procedures to medical diagnosis. Fungi, viruses, the rickettsia, and human parasites are also studied. The laboratory assignments are designed so that all students rotate through all routine areas of clinical microbiology, parasitology, and virology. To help evaluate performance, a series of unknowns is given to the student, who must identify all organisms accurately.

**MET520: Clinical Chemistry.** The chemistry of body constituents such as minerals, carbohydrates, lipids, proteins, enzymes, vitamins, and hormones is studied, as well as the relationship of these constituents to the diagnosis of human disease. The student receives instruction in manual procedures and in automated analysis. Toxicology and therapeutic drug monitoring are also covered.

**MET530: Immunohematology.** Instruction is given in drawing and processing blood and in ascertaining blood compatibility. Donor-recipient blood reactions are studied in detail. Major topics include the development 5Y and chemical structure of blood group antigens, the correlation of physical properties of antigens and antibodies with testing procedures, the role of complement in blood banking, autoimmune status, the inheritance patterns of blood groups, Hemolytic Disease of the Newborn, transfusion reactions, and the preparation and use of blood components. The laboratory practice also emphasizes serological procedures in the diagnosis of disease. Students gain experience in the operation of the blood bank.

**MET540: Hematology and Coagulation.** The content of this course includes the morphology of the blood and blood-forming organs, and the abnormalities associated with diseases. Diagnostic procedures are emphasized. Experience is gained in the dynamics of coagulation. During the clinical laboratory rotation, the student is expected to master the routine procedures performed in hematology and to become familiar with specialized hematology procedures and automated hematology instrumentation.

**MET550: Clinical Microscopy.** The content of this course includes lectures on and laboratory practice in the microscopy of body fluids. Topics covered include the anatomy and physiology of the kidney, the formation and composition of urine, urine chemistry procedures, and the appearance of normal and abnormal urine sediments.

**MET560: Medical Technology Hospital Elective.** This course is an introduction to pathology. Students explore the correlation between pathological processes and clinical symptoms, and they study the course of disease. **NOTE:** This course may not be offered by all affiliated hospitals.

## THE MANAGEMENT CORE

Fifteen (15) graduate credits are required in MGT 500, 501, 509, 540 and either MGT 530 or 560.



## COURSE DESCRIPTIONS

**MGT500: Business Research Methods.** This course provides an overview of methods used in contemporary business research. Students are taught how to use library search techniques to retrieve demographic and financial information, including marketing studies. Competency training for computer searches is an integral part of the course. Students are helped to develop skills in the oral and written presentation of research findings. **NOTE:** This course must be taken in the first year of graduate studies.

**MGT501: Organizational Theory and Behavior.** In this course, students address the application of organizational theory to management functions. In addition, they consider the integration of the individual into the organization, and they examine the human factor in organizational dynamics. **NOTE:** This course must be taken in the first year of graduate studies.

**MGT509: Management of Human Resources.** This course uses a systems perspective in presenting personnel management as a major component of the broad managerial function, including recruitment, selection, development, utilization, and accommodation of human resources by the organization. Students are actively engaged in the examination and solution of typical personnel management problems in contemporary organizations through the use of case studies.

**MGT530: Marketing Management.** Students survey the role of marketing in business and in society. Topics studied are consumer behavior, market segments, product positioning, new product development and policy, pricing, distribution, advertising, and sales management. Background material enhances case analysis in weighing marketing factors in management.

**MGT540: Ethics for Managers: Theory and Practice.** Students explore the major ethical theories within the tradition of Western philosophy to evaluate their application to contemporary ethical dilemmas. In the first of the two interconnected levels in this course, a person is looked upon as a thinking being with the capacity to formulate ideas and methodologies of ethical importance. In the second, specific examples of ethical problems faced by managers are analyzed in order to discover ways to resolve them.

**MGT560: Labor Relations.** Students investigate collective bargaining as a dynamic, ongoing process. A process model of collective bargaining is developed. Special attention is given to the resolution of negotiation impasses, unfair labor practices, and employee grievances. The unique features of bargaining in the public and private sectors are highlighted. Prerequisite: MGT509



HEALTH AND  
HUMAN SERVICES





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## MASTER OF ARTS HOLISTIC COUNSELING

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### RATIONALE

This program is designed to develop a new type of counselor capable of using both the theoretical and experiential formation provided to be present to the moment, person or organization. In recognition of the perspective that sees all of creation as one and interconnected, the courses address approaches through the body, the cognitive- emotional, and the spirit. The emphasis is on wellness, with symptoms seen as calls to self-realization. The program is planned for counselor-guides who function in times of change and crisis as healers to persons and institutions. It is seen as a suitable degree for all who want to work with people.

### GOALS

- a. The primary goal of the program is the formation of a well-trained master's-level counselor capable of working effectively with individuals and groups in a manner that reflects the philosophy of the program.
- b. To this end, the holistic counseling program focuses on enabling the student to master both the theoretical material related to the holistic perspective and the counseling process as a practical art.
- c. Because research over the past thirty years has consistently shown that counseling effectiveness depends primarily on the personal and interpersonal skills of the counselor, rather than on a specific theoretical orientation, a most important goal of the program is to foster the student's personal formation and development.

### REQUIREMENTS

The student is recommended for the Master of Arts degree in Holistic Counseling upon successful completion of all requirements and an approved program of forty-eight (48) credit hours. Included in these credits are a two (2) semester internship in counseling and an exit project. There are approximately forty-three (43) required credits and five (5) elective credits. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Arts degree in Holistic Counseling.

### PROJECT

Each individual develops a major work to demonstrate a unique contribution to his or her field in the exit project. The student selects an advisor with whom to consult. The project should demonstrate how the individual student "thinks differently" about an issue, institute, or process.

### REQUIRED COURSES

- HLC504:** Holistic Perspectives  
**HLC507:** Toward Synthesis: Body Approaches  
**HLC508:** Developmental Issues in Counseling  
**HLC509:** Toward Synthesis: Approaches through Mind-Emotions  
**HLC510:** Cross-Cultural Counseling (1 credit)  
**HLC511:** Toward Synthesis: Approaches through the Spirit  
**HLC513:** Systems Theory  
**HLC515:** Assessment  
**HLC530:** Practicum in Counseling: Part I  
**HLC531:** Practicum in Counseling: Part II  
**HLC532:** Psychology of Group Processes  
**HLC553:** Evaluation  
**HLC570:** Internship and Seminar I  
**HLC571:** Internship and Seminar II  
**HLC573:** Human Relations Laboratory I: Dynamics of Human Behavior

### ELECTIVES

The elective courses are intended to strengthen the counselor in specialized approaches tailored to specific populations of clients. The number of electives available is subject to the individual student's course of studies and the required courses that have been waived. The program intends to graduate counselors with a solid psychological background that will make them welcome in the therapeutic community as healers experienced in teamwork. Electives are intended to (1) foster personal growth, (2) add depth to the skills of the student counselors, and (3) open new professional vistas.

### COURSE DESCRIPTIONS

**HLC504: Holistic Perspectives.** This is a general course through which participants become aware of their current understandings of and assumptions behind such concepts as consciousness, evolving theories of modern physics as these findings impact on their world-view and behavior, and their unique personal wellness. The course serves as an overview of "thinking differently," which informs the new paradigm of counseling in this program. This introductory course should be taken in the first year.



**HLC507: Toward Synthesis: Concept-Body**

**Approaches.** The student learns a theoretical and experiential exploration of the holistic dimensions of the following: kinesthetic awareness, psychophysical re-education, touch, movement, body-mind connection, breathing, nutrition, the body and personality, the body and consciousness. Body-oriented psychotherapies are studied—Gestalt, Hakomi, and Bioenergetics. Implications for assuming responsibility for one's personal well-being and for use in counseling are discussed and put into practice. Students practice discerning when this level of consciousness is symptomatically exhibited by fine-tuning their sensitivity to what the body reveals.

**HLC508: Developmental Issues in Counseling.** The student is provided with opportunities to study and experience developmental psychology as it impacts on therapeutic interventions. Stages of development—physical, mental-cognitive, emotional, and spiritual—are explored. The implications of the stage of development in the client's process during counseling and the distinction between pathology and developmental crises are addressed.

**HLC509: Toward Synthesis: Concept-Approaches Through Mind- Emotions.** This course provides for a theoretical and experiential exploration of the holistic dimensions of the following: presence, power of suggestion, crisis intervention, guided imagery, imagination, behavior modification, and cognitive interventions in therapy. Through activities, readings, and discussions, participants are encouraged to expand their awareness and understanding of therapeutic analytical and verbal interventions more usually thought of when therapy is mentioned. Students examine these concepts and how to identify their implications in the personal growth/guiding process.

**HLC510: Cross-Cultural Counseling (1 credit).** Questions raised include: How is the notion of wholeness affected by a particular culture? How does the notion of boundaries apply in different cultures? Other topics include empathy and the need to understand the experience of another culture. A field experience is assigned.

**HLC511: Toward Synthesis: Concept-Approaches**

**Through the Spirit.** This course provides for a theoretical and experiential exploration of holistic dimensions of the following: presence to the client as the single most important therapeutic intervention; the implications of quantum physics in understanding consciousness, meditation, silence, will, self, death, and meaning. The influence of Eastern and Western philosophies on belief systems and their implications for counseling are explored. In particular, psychosynthesis and Jungian concepts are experienced as indicated interventions for guiding clients at the transpersonal level of consciousness. This course does not teach religion.

**HLC513: Systems Theory.** Students are introduced to a systems approach to understanding reality, one of the principal components of holism, as it has evolved in physics, chemistry, biology, and in the human services. The horizontal dimension of interrelatedness of parts and the vertical dimensions of larger systems that include smaller ones are emphasized. The practical component of the course consists in introducing students to the principal family system theories and, through simulations, using a systems approach to practice family interventions.

**HLC515: Assessment.** Students explore the evolution and philosophy of the traditional methods of client diagnosis as currently practiced in the scientific medical model, with a view to examining its strengths and weaknesses. Included are an introduction to the diagnostic model and language used by the Diagnostic and Statistical Manual, clinical assessment, diagnostic testing and its quantitative base, and an evaluation of their influence on the therapeutic process. Students are introduced to a present-centered, process-oriented assessment model which integrates some of the more effective discoveries of the classical diagnostic approach with a holistic-relational approach to counseling.

**HLC530: Practicum in Counseling: Part I.** Students integrate approaches to counseling. Participation in counseling activities and self-evaluation experiences with the use of videotaping will assist the student in developing an approach to counseling that reflects a holistic perspective. In the first part of the course, emphasis is on being present to the client, interviewing, and creating action programs for clients, utilizing behavioral and cognitive psychology. Ethical issues are explored and case studies examined. The developmental stages of counseling are presented. Students keep journals of their progress during counseling sessions.



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**HLC531: Practicum in Counseling: Part II.** Students continue supervised practice of counseling techniques, with an emphasis on putting together the whole package in a three-stage developmental model: stage one—presence, respect, and accurate empathic listening; stage two—client dynamic self-understanding, where the client models on the effective counselor; and stage three—the action stage, where the two collaborate in achieving the process goals of the client. Here the students articulate their personal synthesis of counseling.

**HLC532: Psychology of Group Processes.** Students explore the various dimensions of the group process. In keeping with the theme of self-realization that characterizes this graduate program, students explore their ability to function in groups in the light of their personal history in groups. Personal strengths for leadership in one's professional setting are studied. The uses of art and movement are investigated as tools for facilitating group process.

**HLC553: Evaluation.** This course is designed to familiarize students with ways to evaluate theories, hypotheses, and methodologies pertinent to understanding human development. Emphasis will be placed on developing critical thinking skills and applying them to specific areas of student interest.

**HLC570: Internship and Seminar I.** The intern practices in a setting approved by the coordinator of internships for the purpose of demonstrating an understanding of and the ability to utilize a holistic approach to guiding others. This experience, together with a weekly two-hour seminar, serves as the cumulative experience through which the student demonstrates achievement of the goals of the program. The internship lasts for two (2) semesters, with a minimum of one hundred and fifty (150) hours a semester of supervised internship. Ideally it is taken after the practicum in counseling. The placement is in effect by the end of May, after candidacy has been requested of the coordinator of internships. An internship manual is available. Prerequisite: Students must obtain personal insurance coverage available at student prices through the American Association of Counseling and Development

**HLC571: Internship and Seminar II.** This course continues HLC570.

**HLC573: Human Relations Laboratory I: Dynamics of Human Behavior.** The research strongly suggests that clients are left either better or worse by counseling interventions. The variable which facilitates effective counseling seems to be whether the counselor is, in spite of his or her own vulnerability, living the interpersonal relations skills at a high or a low level. These skills, which include behaviors such as primary accurate empathy, immediacy, and appropriate self-disclosure, are practiced in a here-and-now environment. It is recommended that this laboratory course be taken early in the student's program. Since the course is limited to twelve participants, early registration is also recommended.

#### **ELECTIVES**

**HLC506: Healing.** Emphasis is given to the assessment of personal health. The tradition of healing is explored and the capacity of every person to be a healer. Among the modalities of healing is an introduction to therapeutic touch and the use of crystals in healing. The course is both theoretical and practical.

**HLC580: Massage Therapy.** This course enables students to develop an academic base for the practice of massage as a means of maintaining health. It does not intend to produce massage therapists. Students look at the research on the need for human contact and for skin touch in particular. While the course provides an opportunity for students to understand the skills of doing massage, it also requires that students look at their own comfort with touch in the interests of forming healthy attitudes for personal living and for respectful therapeutic contact with those needing healing of any kind. This contact includes the psychological, emotional, and spiritual.

**HLC582: The Uses of Art in Therapy.** This course is intended to acquaint students with some of the purposes and functions that methods typical of art can serve in psychotherapy. It includes techniques for increasing emotional awareness, accessing unconscious attitudes and feelings, and enhancing creative communication with self and others. Varied media and techniques are explored.

**HLC583: Marketing Holistic Counseling.** This course answers the question "What can I do with this degree?" It will address the concrete details of putting oneself into public practice and of doing business. It will also promote the cultivation of one's creative resources in order to further one's personal vision of holistic counseling.

**HLC584: Movement Therapy.** This course is designed to teach the use of movement for personal and professional growth. Life is movement; the less we move, the less we are alive. Students learn how they may expand their own capacity for self-expression through movement. The course, by uncovering blocks of feelings and unconscious processes, further investigates the therapeutic applications of movement expression to facilitate healing in therapy, leading to a fuller range of living.

**HLC586: Consultation Skills.** This course addresses the unique set of skills necessary to do consultation work. Holistic counselors who wish to employ the new counseling paradigm that utilizes a systems perspective will often find that they wish to market themselves by addressing the systems that people live and work in. Consultation skills are separate, if related, skills from counseling; they can be learned in this course.

**HLC588: Working with Young People.** An overview of the history and current range of counseling approaches with children is the major emphasis of this course. Students explore approaches with a developmental focus, using a variety of media for expression, exploration, and therapeutic process. Students are provided with opportunities for role-play and hands-on experiences. In situations where children are available, a play group provides students with opportunities to develop interactive and communications skills along with self-assessment, peer support, and supervision by the instructor.

**HLC589: Practicum in Group Therapy.** This is a course in which students have an opportunity to apply therapy to groups. The instructor models the skills and guides each student in leading or guiding. The intent of the course is that students will learn to do therapy. Prerequisite: HLC532 and the instructor's permission



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## MASTER OF ARTS HUMAN DEVELOPMENT

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### DEGREE IN HUMAN DEVELOPMENT

The degree in Human Development is intended to provide the student with an opportunity to integrate the growing body of theoretical formulations and research findings concerning human development. Its uniqueness is in the ability of the student to put together with advisement his or her own program around three (3) required developmental Psychology courses: HDV 517, 518, 537 or 538. In addition to these nine (9) required credits, the student chooses twenty-seven (27) credits of courses to complete the thirty-six (36) credits of the Master's degree.

### THE RENAISSANCE PERSON

The Renaissance Person was a scholar, artist, merchant, and what-have-you all rolled into one. She or he was a person who knew as much about mathematics and engineering as about poetry and music. She or he was sensitive yet pragmatic, a person who was eager to explore every facet of his or her human potential.

This is the objective of the Master of Arts program in Human Development. It is an education in how people can fulfill themselves — spiritually, emotionally, and intellectually. It provides knowledge useful in your own life and invaluable in helping others.

Among other things, you will learn new ways of thinking and learning and how to help others think and learn for themselves. The program is very flexible. Working with your own ad hoc committee, you will help design the program that is best for you.

### PHILOSOPHY

The Committee which designed this program set two goals for it: to help the individual who enrolls to realize his own full potential and, through focused study in a professional area, to prepare each student to help others toward self-actualization.

This is a pragmatic approach for today's student. The rapid growth of knowledge and the rate of change in society can make concepts taught now obsolete tomorrow. You cannot really be a Renaissance man or woman any more, and our graduate program recognizes that fact. We want to develop New Renaissance People, individuals who know how to learn, how to approach problems and generate solutions, and how to help others do the same. With these skills lifelong learning is an achievable goal.

The program is anchored in a core of offerings in human development which introduces the student to the processes through which people learn and progress toward maturity. The courses integrate the insights gained in the human development core with the concepts and skills of the specialization.

### OPERATION OF THE PROGRAM

Students identify their particular goals and needs and, working in collaboration with an ad hoc committee, have opportunities to recommend a focus for their program of studies. Students are assigned advisors, and they meet with their ad hoc committee at least three times while pursuing their studies. Thus, students are actively involved in the design of their plans of study, and ad hoc committees are actively involved in evaluating the progress of students in attaining their specific objectives.

### THE HUMAN DEVELOPMENT CORE

**HDV500: Human Creativity.** This course examines human creativity by looking at patterns of psychological behavior and archetypal symbols. Of special emphasis is Carl Jung's notion of creativity as a human "instinct" along with the other drives of hunger, sexuality, activity, and reflection. Finally, the course examines the Jungian thesis that true education involves the whole person and not just the "memorizing intellect."

**HDV508: Contemporary Philosophies of Human Development.** This course approaches the question of human development and self-actualization from a variety of contemporary philosophical perspectives, including Christian, Marxist, existential, analytic, and pragmatic.

**HDV512: Psychology of Learning and Motivation.** This course reviews the psychology of learning and motivation through the eyes of behavior theory. Practical applications of behavior principles are made to such areas as child rearing, education, psychotherapy, business, and government are considered.

**HDV517: Developmental Psychology - Infancy and Childhood.** A study of the factors underlying behavior at different stages of development in infancy and childhood. The course will trace the ontogenesis of major developmental processes such as intelligence, motivation, language, personality, and social abilities, with selected reference to relevant theory and research.



**HDV518: Developmental Psychology - Puberty and Adolescence.** A study of adolescent development and behavior with attention to the normal problems of adjustment. An examination of mental, physical, emotional, and social development during this period of life.

**HDV529: Social Psychology.** This course considers social psychological approaches to understanding human behavior. Attention is given to such topics as attitude formation and change, illusory thinking, conformity, persuasion, group influence, aggression, altruism, prejudice, attraction, and conflict.

**HDV532: Psychology of Group Processes.** This course is designed to explore the various dimensions of the group process. In keeping with the theme of self-realization that characterizes this graduate program, students will explore their ability to function in groups in the light of their personal history in groups. Personal strengths for leadership in one's professional setting will be studied. The uses of art, movement, and so forth, will be used as tools for facilitating group process.

**HDV537: Developmental Psychology - Adulthood and Maturity.** An examination of adult behavior in the context of the person's attempts to lead an independent and autonomous existence in society. An analysis of the roles of cultural norms and values as well as an individual's developmental history in the shaping of adult behavior, with some attention given to the common emotional and social problems confronted by adults in their relations to family, employers, and the larger society.

**HDV538: Developmental Psychology - Aging.** A study of the normal process of aging in terms of social, psychological, biological, and cultural factors, including problems of accommodation and adjustment of the aged.

**HDV541: Psychology of Personality.** An investigation of personality theories within the philosophical context of psychoanalysis, behaviorism, and existentialism. The development of healthy personalities will be studied in detail. Prerequisite: HDV 510 or 12 credits in undergraduate psychology

**HDV553: Evaluation in Human Development.** This course is designed to familiarize students with ways to evaluate theories, hypotheses, and methodologies pertinent to understanding human development. Emphasis will be placed on developing critical thinking skills and applying them to specific areas of student interest.

**HDV573: Human Relations Laboratory I: Dynamics of Human Behavior.** Laboratory learning uses the small group as a vehicle of personal and interpersonal growth. Participants will learn how to learn from the behavior that they manifest during group sessions. Such skills as accurate empathy, immediacy, and confrontation will be targeted in the reading and in practice. The participant will have the opportunity to learn (1) the interpersonal skills as they have been researched and found reliable; (2) the possibilities of his or her self-actualization; (3) the formation of dyadic and group entities and their dynamics.

**HDV574: Human Relations Laboratory II: Applications of Concepts.** Laboratory II offers the opportunity to (1) assess unchanged or changed behavior, (2) assess potential for greater growth; (3) experience self in new ways. Laboratory II differs from Laboratory I essentially in offering less structure and greater opportunity to experiment in new ways of relating and being. (Human Relations Laboratory I or the equivalent is prerequisite.)

#### **ELECTIVES**

Students may choose courses as electives from other master's programs with advisement.

**HDV580-589: Special Topics.** Topics of interest in the area of human development, chosen by the faculty and offered on an irregular basis.

**HDV590: Thesis.** Written under the direction of a faculty member with special competence in the subject matter of the thesis. Prerequisite: Approval by student's ad hoc committee (6 credits)

**HDV591-599: Independent Study/Research.** Directed study of individually selected topics in the area of human development. Proposals for topics must be submitted to and approved by one's ad hoc committee.



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## MASTER OF EDUCATION A PROGRAM FOR CERTIFIED TEACHERS

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It is important for students to read carefully the course requirements and electives for each program and to observe that some courses are approved for R.I. lifetime certification—whether as required or as electives—for only one program, but others are approved for two, and in some cases even three programs.

### RATIONALE

The Master of Education program is designed for certified teachers seeking continued professional development in their careers. The program was designed in response to an assessment of needs made by New England teachers. The curriculum includes contemporary methodologies and integrated strategies in major content areas, as well as personal and societal issues impacting education. The flexibility of the program allows individual candidates freedom to select courses to meet personal and professional needs. The program is committed to an ongoing process of development in response to the current, expressed needs of educators. These features combine to make this program both practical and creative. **NOTE:** This program is for certified teachers and does not provide initial teacher certification.

### REQUIREMENTS

The student is recommended for the Master of Education degree upon successful completion of all requirements and an approved program of thirty-six (36) hours of graduate credit. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Education degree.

### REQUIRED COURSES

The program is composed of the required EDC 500, 530 courses, and thirty (30) graduate credits selected from courses listed below.

**EDC500: Introductory Research Seminar.** All graduate courses will assume mastery of the methods and tools of research developed in this course, and a unified approach to research papers required in all courses, as outlined in the Educational Research Manual for the 21st Century. The student is required to complete this course as the first graduate education course or to secure the signed permission of the program director to enroll in another course first. No student will be admitted to candidacy status unless the course has been successfully completed. (*See complete description on page 53.*)

**EDC530: Final Research Paper Seminar** is designed to provide the opportunity for students to integrate previous course work into a major research paper with practical ramifications for school settings. The required quality research paper must follow the approach outlined in the Educational Research Manual for the 21st Century. (*See complete description on page 56.*)

### ELECTIVES

Students, with their individual ad hoc committees, design an elective program primarily with a view to meeting the requirements for lifetime professional early childhood, elementary, and/or special education certificate in Rhode Island through transcript analysis. Second, students choose electives to meet their other educational needs and objectives. It is to the students' advantage to follow this course sequence in Language Arts: EDC501, 502, and 503 and this sequence in Math/Science: 527 and 521. The following electives have not been approved by the Rhode Island Department of Education for credit toward life certification in early childhood, elementary, or special education: EDC504, 510, 511, and 525. However, these courses may be very useful in enriching teachers' background in dealing with current youth and their challenges.

### LIFETIME PROFESSIONAL CERTIFICATION

A total of six years of teaching experience in Elementary, Special, and Early Childhood education, of which three are in Rhode Island, is required for Lifetime Professional Certification in Rhode Island- Elementary.

### LIFETIME PROFESSIONAL CERTIFICATION IN RHODE ISLAND - ELEMENTARY EDUCATION

A student who successfully completes a Master of Education program that includes five (5) of the courses listed below will meet the elementary requirement for lifetime professional elementary certification in Rhode Island through transcript analysis.

- EDC501:** Contemporary Approaches to Teaching Reading and Writing Across the Elementary School Curriculum
- EDC502:** Literature: An Integrated Approach to the Elementary School Curriculum
- EDC503:** Diagnostic/Prescriptive Techniques for Teaching Reading and Writing
- EDC505:** Teaching Special Needs Students in the Least Restrictive Environment
- EDC506:** The Gifted and Talented Student/Elementary: Challenge and Responsibility
- EDC516:** Collaboration in Special and Regular Education/ Elementary



- EDC519:** Language and Learning: Communication Disorders and Learning in the Classroom
- EDC520:** Earth Science and Physical Science: Inquiry Approaches for the Elementary School Classroom
- EDC521:** Elementary School Math and Science: An Integrated Approach (formerly EDC525)
- EDC523:** Ecology/Environmental Education for Elementary School Teachers
- EDC526:** Contemporary Approaches to Teaching Social Studies/Elementary
- EDC527:** Mathematics for the Elementary School Teacher
- EDC532:** Advanced Study of Child Growth and Development
- EDC535:** Learning Process in Young Children and Learning/Teaching Methods
- EDC537:** Integrating the Creative Arts into the Childhood Curriculum
- EDC538:** Language and Development in Childhood

#### **LIFETIME PROFESSIONAL CERTIFICATION IN RHODE ISLAND - SPECIAL EDUCATION**

A student who successfully completes a Master of Education program that includes any five (5) of the seven (7) following courses and two (2) reading courses (501 and 503) will meet the educational requirement for the lifetime professional special education certification in Rhode Island through transcript analysis. A total of six years of teaching experience, three of which are in Rhode Island is also required.

- EDC505:** Teaching Special Needs Students in the Least Restrictive Environment
- EDC512:** At-Risk Children and Youth in Crisis, Including Special Needs Students
- EDC515:** Managing Special Needs Students
- EDC516:** Collaboration in Special and Regular Education/Elementary
- EDC517:** Students with Behavioral Disorders/Emotional Disorders
- EDC518:** Issues and Approaches for Educating the Deaf and Hearing Impaired
- EDC519:** Language and Learning: Communication Disorders and Learning in the Classroom

#### **READING**

- EDC501:** Contemporary Approaches to Teaching Reading and Writing Across the Elementary School Curriculum
- EDC503:** Diagnostic/Prescriptive Techniques for Teaching Reading

#### **LIFETIME PROFESSIONAL CERTIFICATION IN RHODE ISLAND - EARLY CHILDHOOD**

A student with initial certification in Early Childhood who successfully completes a Master of Education program that includes the required three core courses (EDC532, 533, and 534) and any two electives from the other six courses will meet the education requirement for the lifetime professional Early Childhood certification in Rhode Island through transcript analysis. A total of six years of teaching experience, three of which are in Rhode Island, is also required.

#### **REQUIRED CORE COURSES**

- EDC532:** Advanced Study of Child Growth and Development
- EDC533:** Early Childhood Curriculum
- EDC534:** Literacy Development in Early Childhood

#### **ELECTIVES**

- EDC535:** Learning Process in Young Children and Learning/Teaching Methods
- EDC536:** Parent-Family Communication and Involvement in Early Childhood Education
- EDC537:** Integrating the Creative Arts into the Childhood Curriculum
- EDC538:** Language Development in Childhood
- EDC539:** Strategies for Identifying, Assessing, and Intervening in the Education of Regular and Special Children

#### **COURSE DESCRIPTIONS**

**EDC500: Introductory Research Seminar.** This seminar will provide a structured and supportive environment in which beginning students will become familiar with the research process and the library and computer sources for their research. In the manual or library search, it is vital for the student to utilize Current Index to Journals in Education (CIJE) and Resources in Education (RIE), and for special education topics Exceptional Child Education Abstracts. In the computer search it is essential that students know how to use Expanded Academic Index (EAI), and more especially, ERIC (Education Resources Information Center), and for topics indirectly related to education, the student should know how to use other indexes, such as PsycLIT. Because the course requires the completion of a scholarly research paper with relevance to current educational issues according to the approach outlined in the Educational Research Manual for the 21st Century, students should select a significant problem before the first meeting of the course. **NOTE:** This course must be taken as the first course in the program and is a prerequisite to all other courses.



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**EDC501: Contemporary Approaches to Teaching Reading and Writing Across the Elementary School Curriculum.** Students examine the relationship between process reading and process writing. Reading strategies such as mapping, Directed Reading Thinking Activities, ReQuest, and Intra-Act procedures are integrated with methods of writing to learn, such as planning notebooks, portfolios, and learning logs. Organizing the classroom to allow for teacher/student collaboration and conferences is explored. Attention is given to children with special needs and children for whom English is a second language.

**EDC502: Literature: An Integrated Approach to the Elementary School Curriculum.** The use of children's and adolescents' literature as a means to integrating content areas is addressed. Hands-on construction of thematic units by course participants provides specific literature-based materials that enhance content areas as well as stimulate and motivate students. Attention is given to children with special needs and children for whom English is a second language.

**EDC503: Diagnostic/Prescriptive Techniques for Teaching Reading and Writing.** Students examine the use of formal and informal instruments or techniques to assess specific reading skills. Emphasis is on the use of methods and tools that help teachers focus on students' reading strategies, as well as perceptions of the reading process. Some methods examined are standardized tests, informal reading inventories, interviews, Think-Alouds, dictated stories, running records, observation, attitude and interest surveys, portfolios, and writing samples. Relevance of the results of these measures and implications for remedying of student weaknesses through student strengths are explored. Attention is given to children with special needs and children for whom English is a second language.

**EDC504: Teaching and Learning Strategies: State of the Art.** This course is designed to present contemporary research on learning styles and teaching strategies with a practical application to classroom situations. Learning styles include study of hemisphericity, the modalities, mind styles, problem-solving techniques, and analysis of other learning style inventories and elements. Teaching strategies include the study and application of cooperative learning, effective processing of information, reflective teaching, critical thinking skills, and instructional approaches for self-directed student learning. The unique needs of special children, including minority children, are also addressed.

**EDC505: Teaching Special Needs Students in the Least Restrictive Environment.** Students focus on teaching and managing exceptional students in the mainstream classroom. Characteristics of exceptional students are analyzed. Instructional strategies as well as classroom and behavior management techniques for effectively integrating exceptional students into the mainstream classroom are emphasized.

**EDC506: The Gifted and Talented Student/Elementary: Challenge and Responsibility.** Students focus on the needs of gifted and talented students at the elementary level as a continuum of special education. Characteristics of gifted and talented children are analyzed. Identification procedures, classroom strategies, and teaching models for gifted and talented education are reviewed. Attention is given to gifted and talented students identified as needing special education services under P.L. 94-142.

**EDC510: Substance Abuse: Information, Detection, Treatment, and Prevention.** This course is designed to prepare elementary and secondary educators to deal with the problems of troubled children and adolescents, including exceptional ones, in relation to substance abuse. Drug information, drug detection and treatment, and drug prevention curricula appropriate to the cognitive abilities and moral understanding of the children for whom they are designed are examined. Policies, teaching strategies, peer leadership and peer intervention strategies, the media, learning centers, and other resources used in drug education are studied.

**EDC511: Sexuality in Personality Development and Sex Education.** This is a survey course with an overview of human sexuality in the ongoing development of persons, including persons with special needs, through childhood, adolescence, and adulthood. The content is a solid knowledge base in relation to sex, healthy attitudes toward sex, and sexually transmitted diseases (STDs), including AIDS. The complementary and cooperative roles of the school and family in sex education are examined. Curricula, policies, and teaching strategies dealing with sex education, K-12, are studied.



**EDC512: At-Risk Children and Youth in Crisis, including Special Needs Students.** The effects of the dysfunctional family, community, and society on the development of children and youth are examined. The special needs of these youngsters are viewed through special education, regular education, and other support services. The focus is on children from birth through high school age. Special topics include the effects on students and their families of divorced or substance-abusing parents, child abuse, run-away children, teenage sex, pregnancy, and suicide education. Effective intervention strategies are presented as well as the related implications for dropout prevention programs.

**EDC515: Managing Special Needs Students.** Effective classroom and behavior management strategies for special needs students are examined. Management strategies for the special education classroom and mainstream classroom are explored, and several behavior management theories are reviewed.

**EDC516: Collaboration in Special and Regular Education/Elementary.** Effective collaboration strategies for special needs students at the elementary school level are examined. Collaborative approaches among special education and regular education teachers, other professionals, students, and parents are presented. Current issues, such as inclusion and full inclusion, are also addressed.

**EDC517: Students with Behavioral Disorders/Emotional Disorders.** The characteristics of special needs students with behavioral disorders/emotional problems are examined. Instructional approaches for these students, as well as appropriate curriculum development, are studied.

**EDC518: Issues and Approaches for Educating the Deaf and Hearing Impaired.** The psychology, principles, and practices of educating the deaf and hearing impaired are explored. Students have the opportunity to acquire skills enabling them to access, plan, and implement materials leading to effective teaching methods and communication with the deaf, hearing impaired, and multihandicapped deaf individuals and their families.

**EDC519: Language and Learning: Communication Disorders and Learning in the Classroom.** Disorders in both the expressive and receptive aspects of language are explored as they impact on a child's academic performance. Various topics within language disorders are reviewed with the aim of identifying areas of academic difficulty and methods of intervention. Recent trends in the research on literacy development are examined as they apply to students with communication disorders. Students' language and learning development are addressed at pre-K and childhood grade levels. The unique needs of special children, including minority children, are also addressed.

**EDC520: Earth Science and Physical Science: Inquiry Approaches for the Elementary School Classroom.** Students study earth science and physical science concepts appropriate for the elementary school classroom. The major instructional approach is the use of inquiry-based teaching along with problem-solving strategies. Emphasis is placed on the development of the process skills of science as a means of learning science concepts. Wherever appropriate, science and math concepts are integrated. Students are expected to develop, present, and critique inquiry-based science lessons. Attention is given to appropriate evaluation strategies consistent with inquiry-based teaching. The unique needs of special children, including minority children, are also addressed.

**EDC521: Elementary School Math and Science: An Integrated Approach (formerly EDC525).** Through problem-solving situations, students explore effective strategies for integrating math and science in elementary school classrooms. Students study innovative programs that encourage such integration, and they are expected to develop, present, and critique integrated lessons. The unique needs of special children, including minority children, are also addressed.

**EDC523: Ecology/Environmental Education for Elementary School Teachers.** This course is a survey of current global, ecological, and environmental problems with practical activities for student implementation on the elementary level. Topics addressed with their ensuing problems include energy, the greenhouse effect, acid rain, pollution, waste disposal, carcinogens, reforestation, strip mining, conservation, preservation, genetic engineering, and biotechnology. Explores the unique needs of special children, including minority children.



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**EDC525: Mathematics Curriculum.** In this course, students research and critique mathematics curriculum K-12, as well as current educational mathematics curriculum projects and programs on the national and international level. Emphasis is on the development of an understanding of mathematics education. Examines the unique needs of special children, including minority children.

**EDC526: Contemporary Approaches to Teaching Social Studies/Elementary.** This course will focus on the most current content knowledge and methodology needed to teach the social studies areas on the elementary school level. Among the social studies areas examined will be the teaching of map and global skills, Western and non-Western cultures, minority and majority cultures, social issues, current affairs, environmental concerns, and values and attitudes. Integration across the curriculum will also be addressed, as will the unique needs of special children, including minority children.

**EDC527: Mathematics for the Elementary School Teacher.** This course will focus on the curriculum content and the most effective instructional strategies for teaching mathematics so as to achieve greater student understanding of mathematical topics such as the following: numeration concepts, basic algorithms, fractions and decimals, geometry, problem solving, probability, and statistics. The course will also examine the mathematics elementary school curriculum, projects, and programs. A diagnostic and prescriptive approach will be emphasized. Needs of exceptional students, including minority students, will be addressed.

**EDC530: Final Research Paper Seminar.** In this seminar, students will use the knowledge gained and the research papers done in all previous courses to complete a quality research project/research paper that addresses a specific, significant problem, according to the approach outlined in the Educational Research Manual for the 21st Century. The problem should have potential for improving education in a practical and systematic way in the students' local and other school settings. Grades for this course will be assigned on a Pass-Fail basis, with one exception: an A will be assigned for a research paper accepted for publication in a nationally recognized periodical as verified by a letter from the editor. As students advance in the program, serious thought should be given to the topic of research in this capstone course. The course will include scheduled class meetings as well as individualized meetings with the instructor. Prerequisite: Completion of 30 hours of course work and approval of the Program Director

**EDC580: Special Topics.** Students are provided with an opportunity to explore topics of interest related to Education.

#### **LIFETIME PROFESSIONAL - EARLY CHILDHOOD**

This Early Childhood curriculum is a new component in the M.Ed. program.

A student with early childhood certification, who completes a Master of Education program that includes five three-credit courses in the early childhood program, will meet the requirements for lifetime professional certification in Rhode Island through transcript analysis. However, the 15 semester hours must include the following three required core courses: EDC532, 533, and 534. The other two courses may be chosen from the courses in this comprehensive early childhood curriculum. Students with elementary certification, who did their student teaching at the K-2 level, will meet the requirements for lifetime professional early childhood certification, if they complete in their M.Ed. program five courses from the early childhood curriculum that include EDC532, 533, and 534, and two other elective courses. Of course, six years of teaching experience in an Early Childhood setting, of which three years must be in Rhode Island, are also required for the early childhood lifetime certification.

#### **COURSES IN EARLY CHILDHOOD CERTIFICATION**

**EDC532: Advanced Study of Child Growth and Development.** Advanced study of the continuum of the young child's physical, cognitive, emotional, social, moral, and language development, with attention to theories and principles of child growth and development, health and nutrition, learning the unique characteristics of young children, and meeting the developmental needs of special children and minority children.

**EDC533: Early Childhood Curriculum.** Approaches and models for planning, implementing and evaluating all aspects of a sequential early childhood curriculum and/or skill areas for both normal and exceptional children, including the language arts, math and science, social studies, health and nutrition, the integration of the fine arts into the curriculum, and the roles of play, projects, problem solving, group discussion, activities, manipulation of concrete materials, individual and interactive experiences, and the classroom setting. Attention is given to fostering the social and emotional growth of young children, including those with special needs.



**EDC534: Literacy Development in Early Childhood.** An examination of research, theory, practice, and the creation of an environment to facilitate the acquisition of early literacy in regular and exceptional young children. Includes the use of oral language, reading, writing, and listening throughout the whole curriculum. Addresses the use of children's literature as a major source for literacy development.

**EDC535: Learning Process in Young Children and Learning/Teaching Methods.** A study of children's learning as a process and their unique learning styles related to cognitive, affective, and psychomotor development and of effective teaching and growth-promoting strategies for children. Addresses the use of play, activities, hands-on materials and experiences, and the creative arts (art, music, dramatics, and dance)—all across the curriculum in the education of young children, including those with special needs.

**EDC536: Parent-Family Communication and Involvement in Early Childhood Education.** A study of issues and approaches related to all facets of communication and involvement by parents as educational partners in early childhood care and education of regular and exceptional children. Some topics to be addressed are family relations and child-rearing styles, teaching parenting skills, the vital role of the family in children's education, guidelines for developing effective parent-teacher relationships and collaboration, parents' role in educating special children, integration into mainstreaming environments, and the community services for the young child, including prevention, early intervention, and referral to specialized programs.

**EDC 537: Integrating the Creative Arts into the Childhood Curriculum.** Programs and methods for integrating the arts—art, music, drama, and dancing—into the curriculum for children, pre-K through childhood; their role in developing the imagination and creativity of children, including exceptional children.

**EDC538: Language Development in Childhood.** The journey from infant cries to mastery of the adult form of the language occurs largely during the preschool years and elementary years. This course reviews the process of language development in light of recent research and it considers the possible role of language learning from birth through childhood across curriculum. The role of language in play and socialization will also be considered, as well as collaboration with families in fostering and enriching language acquisition.

**EDC539: Strategies for Identifying, Assessing, and Intervening in the Education of Regular and Special Children.** The focus of this course is on the construction, use, and interpretation of screening and assessment instruments and the role of the teachers' observing, recording, and assessing in regular and exceptional children. Examines the instructional strategies, program models, intervention methods, individual educational plans (IEP's), and current service delivery approaches that optimally foster the holistic development of all children, including those with special needs. Issues such as the inclusion or full inclusion of special needs children in regular childhood programs will be addressed.

**EDC590: Internship.** The student is provided with an opportunity to get advanced training and practice in manual and computer searches related to a wide variety of current educational issues and in the design and implementation of high quality research studies. The internship involves approximately five to six hours each week of the semester in the practice and the use of research. As there is only one internship available for a given semester, applicants must apply several months in advance, maintain at least an A-cumulative average, and be accepted by the candidate's ad hoc committee.

No more than six (6) semester hours of graduate credit are transferable into the Master of Education program. See the section on matriculated status in this catalog.



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## **MASTER OF SCIENCE HEALTH SERVICES ADMINISTRATION**

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### **RATIONALE**

The Master of Science program in Health Services Administration is designed to meet the growing need to develop professionals in health services delivery, planning, and administration. It has been implemented within the University's historical and continuing commitment in the Christian tradition, not only to develop technical knowledge and skills but also to inculcate personal values and professional responsibility to better meet the needs of others. The curriculum is designed to provide basic knowledge of skills necessary for the professional administrator and allows some flexibility for tailoring the program to match individual needs and varied backgrounds. The program is directed and taught by health service professionals and other specialists in the field who blend theoretical foundations with practical applications in a variety of health care settings.

The student may select to pursue the degree in HSA or the degree in HSA with a specialization in the area of Gerontology.

### **ADMISSION**

Admission to the graduate program in HSA requires that students have current work experience in a health care environment. Students who do not have experience in health care will be required to complete a minimum of four hundred (400) hours of active participation in a health care setting as a prerequisite for admission. This experience may be a documented Internship experience or active participation in a volunteer capacity. The Program Director will certify the acceptability of this experience prior to acceptance into the Health Services Administration Program.

### **REQUIREMENTS**

The student is recommended for the Master of Science degree in Health Services Administration upon successful completion of all requirements and an approved program of thirty-six (36) credit hours and thirty-nine (39) to forty-two (42) credit hours for those students seeking specialization in Gerontology. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Science degree in Health Services Administration.

### **INTERNSHIP REQUIREMENTS**

The program requires an internship experience in which the student becomes involved in an administrative setting to learn and appreciate the intricacies of administration and to apply knowledge and talents developed through course work.

The internship may take place in a variety of settings, including but not limited to hospitals, mental health facilities, long-term care facilities, regulatory agencies, third-party payers, proprietary and nonproprietary systems, and state and national associations. The internship should be geared to the field of endeavor in which the student will likely direct future activities or develop expertise in supplementary areas for policy or consulting. The internship is planned with the ad hoc committee, to be implemented near the end of the graduate program. The student discusses internship possibilities with the ad hoc committee, assesses opportunities suited to career plans, and develops a proposal for specific placement.

A three (3) credit internship involves a minimum of one hundred and fifty (150) hours of participation in a practice setting. This requirement can be waived with a course substitution if, in the judgment of the ad hoc committee, the candidate already possesses sufficient administrative experience to preclude the necessity of the internship.

### **REQUIRED COURSES FOR THE HSA DEGREE**

#### **RESEARCH REQUIREMENT**

**HUM500:** Research Seminar

#### **REQUIRED COURSES**

**HSA501:** Introduction to Health Services\*

**HSA505:** Health Care Marketing

**HSA/MGT509:** Management of Human Resources

**HSA519:** Health Care Finance

**HSA525:** Ethics for Health Professionals

**HSA528:** Health Policy

**HSA533:** Health Law

**HSA542:** Nursing Administration\*

**HSA543:** Public Health Administration

**HSA548:** Organizations, Management and Information Technology

**HSA590:** Internship in Health Services Administration

\*Refer to Course description



**ELECTIVES**

Choice of one elective

- HSA540:** Health Care and the Older Citizen  
**HSA580-589:** Special Topics in Health Services Administration  
**HSA591-599:** Independent Study/Research  
**HLC532:** Psychology of Group Processes  
**MGT526:** Financial Accounting  
**MGT555:** Advanced Management and Organizational Theory  
**MGT561:** Financial Management  
**MGT568:** Human Relations Seminar  
**MGT575:** Strategic Management and Business Policy

Required courses for the HSA with a Gerontology specialization. A minimum of 39-42 credits is required depending on previous experience.

- HSA500:** Research Seminar  
**HSA501:** Introduction to Health Services\*  
**HSA505:** Health Care Marketing  
**HSA/MGT509:** Management of Human Resources  
**HSA519:** Health Care Finance  
**HSA525:** Ethics for Health Professionals  
**HSA528:** Health Policy  
**HSA533:** Health Law  
**HSA542:** Nursing Administration\*  
**HSA543:** Public Health Administration  
**HSA590:** Internship in Health Services Administration  
**HSA/GER536:** Social Gerontology (Formerly GER510)  
**HSA/GER537:** Developmental and Psychological Dimensions (Formerly GER501)  
**HSA/GER538:** Physiological Dimensions (Formerly GER503)  
**HSA/GER539:** Quality of Life for the Elderly (Formerly GER507)

\*Refer to Course description

**RESEARCH REQUIREMENT**

**HUM500: Research Seminar.** In this course, students explore various research techniques and apply that knowledge not only in critically analyzing existing research but also in designing and implementing their own research project. Concepts addressed in the course include preparation of a literature review, qualitative and quantitative approaches, triangulation methods, research designs and their inherent threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. **NOTE:** This course must be taken in the first year of the program.

**REQUIRED COURSES**

**HSA501: Introduction to Health Services.** Students study the American health care systems and the process by which health care services are delivered. Students are provided with a comprehensive overview of the health care industry—its historical development, current issues, and future trends. Current issues in the delivery of health services are also discussed. This course is required for the student with limited experience or courses in health care systems. Registered Nurses will take HSA542: Nursing Administration in lieu of this course. Students with experience in health care may substitute an appropriate elective with approval of advisor.

**HSA505: Health Care Marketing.** Students are introduced to basic marketing principles and practices as they relate to the health services industry. They examine needs of the consumer, and they 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.

**HSA519: Health Care Finance.** The student is provided with a conceptual and practical foundation in health care finance. The course begins with an overview of the health care environment and the introduction of financial concepts through review and analysis of financial statements. Class 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 an opportunity for students to research and discuss current health care financial topics.

**HSA525: Ethics for Health Professionals.** Students explore the current and recurring ethical issues that face the health professional in today's health care environment. Topics include the right to refuse treatment, the right to die, organ donation, allocation of resources, and issues related to health care reimbursement and administration, such as cost containment and quality assurance. Other topics treated are informed consent, confidentiality, paternalism, autonomy, and professional codes. Traditional theories of ethics as well as decision-making models are also examined.



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**HSA528: Health Policy (formerly Health Planning).**

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, the allocation of resources, plan implementation, evaluation, and regulation. Health policy as it relates to health research involves discussion of major illnesses/diseases, environmental factors, new technology and health research, and the social, political, and economic factors influencing policy development.

**HSA533: Health Law.** Students examine the law relating to health care administration. Topics included in this course are the physician-patient relationship, negligence, the institution-patient relationship, right to medical care, consent to treatment, and the law pertaining to family planning, medical records, hospital liability, and the institution-physician relationship.

**HSA/GER536: Social Gerontology.** Students examine the social interactions in the lives of elderly individuals to develop an understanding of the historical, cultural, and social aspects of maturing and of racial, ethnic, and class factors in the aging process.

**HSA/GER537: Developmental and Psychological Dimensions.** Students examine the theoretical and research foundations of aging to develop an understanding of the normal developmental and psychological changes in the aging process. In addition, students explore the mental and emotional disorders that may accompany the aging experience. Working toward an understanding of these disorders and intervention strategies in the context of the full continuum of personal development, the student explores the wellness of aging.

**HSA/GER538: Physiological Dimensions.** The course content is a survey of the normal physiological changes that are part of the aging process as well as the medical aspects of the most frequently encountered physical ailments in the elderly. Students examine the myths of aging contributing to illnesses and to wellness.

**HSA/GER539: Quality of Life for the Elderly.** Students explore a holistic approach to medical, psychological, religious, philosophical, and demographic aspects of wellness. A variety of viewpoints and research findings is presented. Experiential learning regarding attitudes and quality of life is examined.

**HSA542: Nursing Administration.** Students are provided with an opportunity for the registered nurse student to investigate advanced concepts of management and apply them to the administration of a nursing department in a variety of health care settings. An in-depth discussion of the goals, structures, processes, resources, and controls as they pertain to nursing administration is included. Prerequisite: Registered Nurse

**HSA543: Public Health Administration.** Health care professionals receive instruction in the role and responsibilities of Public Health in the United States. Students are provided with a comprehensive overview of such issues as the scope of public health and its impact on the lives of citizens as well as society. Students also examine issues regarding preventing disease, prolonging life, and promoting good health through organized community effort. Questions relating to the responsibility of the health care professional in the areas of public health are addressed.

**HSA548: Organizations, Management, and Information Technology.** The student will study organization design, structures, and processes as they have evolved in Health Services Organizations, review current and developing capabilities in information technology, and examine areas where the technology may be applied to support the HSOs' objectives. The organization is generally viewed as an open system that must continually interact with its environment if it is to remain viable. Other organizational views are also considered.

**HSA590: Internship in Health Services Administration.** The student is provided with an opportunity to obtain experience in the administrative aspects of health care under the supervision of practicing professionals. The internship involves participation in a practice setting one day each week for a fifteen-week period with a two-hour biweekly seminar. This experience gives the student the opportunity to apply the knowledge and skills obtained in courses to an administrative setting designed to meet individual and professional goals. Students must meet with their advisor to discuss plans for the internship the semester prior to beginning it. This experience is implemented during the final semester in the program. Students with administrative experience take an elective in lieu of the internship if approved by the student's ad hoc committee.

# GRADUATE EXTENSION STUDY



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## **GRADUATE EXTENSION STUDY**

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### **RATIONALE**

Graduate Extension Study is an alternative to the traditional classroom approach to learning. Detailed study guides, prepared by faculty members, provide a structured, step-by-step approach to learning while allowing students flexibility in time and place of study. The process involves a one-on-one relationship with instructors, who guide the learning and monitor the student's progress through the courses via the exchange of written comments, telephone conversations, and electronic mail.

The Graduate Extension Study alternative is designed to meet the needs of students whose personal and professional circumstances make regular on-campus study impossible. Courses at the graduate level as well as systematic programs leading to the completion of requirements for the master's degree are available for eligible students.

### **ELIGIBILITY**

Individuals who possess an undergraduate degree from an accredited college or university and who have the determination and ability to complete graduate academic work are eligible to apply for admission to the University for course work through Graduate Extension Study.

### **ADMISSION**

Students applying to the University to undertake course work through Graduate Extension Study must complete the application process as outlined on in this catalog. At the time of application, potential students should indicate if they are interested in pursuing a systematic program leading towards a master's degree through Graduate Extension Study. These students should refer to the "Application for a Specific Program" as outlined in this catalog.

### **GENERAL REQUIREMENTS**

#### **GRADES**

Grading through the Graduate Extension Study process is the same as that indicated under "Student Evaluation - Graduate Studies" in this catalog.

#### **REGISTRATION**

Students may register for a Graduate Extension course at any time, but may take no more than two (2) courses at once. Payment must be made at the time of registration.

### **ON-CAMPUS DEGREE CREDIT**

Students enrolled in an on-campus graduate program leading to a master's degree may take a Graduate Extension Study course for credit toward that degree with the written permission of the Master's Program Director prior to enrollment in the Graduate Extension Study course.

### **TIME**

#### **COURSES**

Six (6) months is the time limit established for the completion of each course. The time designated as the start time of the course is ten (10) days following the initial mailing of the course material to the student. Students failing to complete the work will have earned a grade of F which will be recorded by the instructor.

Students unable to complete the work within the designated time for a course should carefully read the guidelines for the incomplete process and the course withdrawal process found in this catalog.

### **MASTER'S DEGREE**

All program work for a master's degree through Graduate Extension Study must be completed within five (5) years, beginning with the date of completion of the first course applied toward the degree.

### **RESIDENCY**

The residency requirement for a program can be accomplished by taking a course on campus or by attending one of the two Institutes held on campus.

### **GRADUATE EXTENSION STUDY INSTITUTE**

The Graduate Extension Study Institute is a program that offers two courses from April to September with an intensive five-day on-campus component for students in either Management or International Relations. The goals of the Institute are to provide students the opportunity to interact with University faculty and other students; fulfill the residency requirement; complete up to six graduate credits during the six month period; and to experience the beauty of the campus and identify with the University. The on-campus portion of the Institute is held on the last weekend in June from Thursday to Monday.

### **INTERNATIONAL INSTITUTE FOR CORRECTIONAL STUDIES**

This institute is a prerequisite for acceptance into the master's program in Correctional Administration. It is a two-week Institute held during the summer months. Students must register for two classes that meet daily from 8:30 a.m. to 5:30 p.m. In addition to the courses in Humanities and Correctional Administration, students will have the opportunity to interact with guest lecturers, attend evening activities, and engage in discussions and special events.

### **TUITION AND FEES**

Tuition and fees are subject to change without notice. The University reserves the right to change any of the general or specific fees. All charges are payable in advance. No registration is complete until full financial obligations are met by each student. For further information relating to Graduate Extension Study call 1-800-637-0002.

### **MASTER OF ARTS CORRECTIONAL ADMINISTRATION**

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#### **RATIONALE**

The Master of Arts program in Correctional Administration is designed to meet the needs of middle-management-level correctional personnel to enhance their potential for higher levels of responsibility within the correctional management field. Corrections continues to be challenged to fulfill a myriad of societal expectations. Each person who aspires to be in a significant leadership position needs to critically examine the foundations, premises, and ideas that make corrections a valuable public service. The Master of Arts degree in Correctional Administration is not offered as part of the University's residency graduate programs; it is available only through Graduate Extension Study.

In order to meet the individual needs of students whose work schedules make consistent full- or part-time studies at a university extremely difficult to pursue, Salve Regina has designed a curriculum that combines an on-campus residency and an off-campus extension study format.

#### **REQUIREMENTS**

The master's degree is granted after the successful completion of thirty-six (36) semester hours. These include twelve (12) semester hours in Correction Studies, three (3) semester hours in Holistic Counseling, nine (9) semester hours in Humanities, and twelve (12) semester hours in Management. Students must first attend a Summer Institute at the Univer-

sity campus. This portion of the program includes a three (3) credit course in Humanities and a three (3) credit course in Correctional Administration. After successful completion of this residency component, students may apply for full matriculation into the Master's Degree Program and are eligible to undertake courses offered in the Graduate Extension Study component. These courses are taken sequentially. A student may enroll in two Graduate Extension Study courses, six (6) credits at one time. Direct contact with faculty is provided through correspondence, telephone, and electronic mail.

### **CURRICULUM**

#### **ON-CAMPUS**

**COR500:** Special Topics in Correctional Administration

**HUM587:** Civilization and Social Order

#### **GRADUATE EXTENSION STUDY**

**COR501:** Correctional Administration I

**COR511:** Correctional Administration II

**COR521:** Correctional Administration III

**HLC541:** Psychology of Personality

**HUM500:** Research Seminar

**ADJ523:** Literature of Incarceration

**MGT501:** Organizational Theory and Behavior

**MGT509:** Management of Human Resources

**MGT540:** Ethics for Managers: Theory and Practice

**MGT555:** Advanced Management and Organizational Theory

### **MASTER OF ARTS INTERNATIONAL RELATIONS**

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#### **RATIONALE**

With the dawn of the twenty-first century, dynamic changes have occurred, and others are taking place that will have an impact on virtually every person in the world community of nations. The prospects for peace over war, for economic well-being over poverty, and for fulfillment of certain political, social, and cultural aspirations influence the relations of states and continue to challenge the emerging new world order. It is in this context that the International Relations program focuses on the world not only as it is, but also as it should be in light of the enduring central values of the world's great civilizations. The courses, designed for graduates seeking a broader and deeper understanding of the contemporary world, will help prepare them for their role in the increasingly interdependent world of the twenty-first century.



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The chief focus of the program is a search for new avenues to global harmony and justice. Courses in the program, however, are designed to meet the individual needs of students and help them prepare for or enhance their careers in government, international organizations, business, finance, teaching, research, or further study.

#### REQUIREMENTS

The student is recommended for the Master of Arts degree in International Relations upon the successful completion of all requirements and an approved program of thirty-six (36) credit hours. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Arts degree in International Relations.

The student's program of study for the Master of Arts in International Relations consists of thirty-six (36) approved credits from the following:

- \*HUM500:** Research Seminar
- HUM501:** Ethical Perspectives on Global Issues
- \*INR502:** Foundations of International Relations
- INR504:** International Law
- INR518:** Russia and Eastern European Politics
- INR524:** Africa's Global Perspectives
- INR528:** China, Japan, and the Pacific Rim
- INR550:** North America and the New World
- INR561:** Contemporary Problems in Central and South America
- INR568:** Contemporary International Issues
- INR586:** The Middle East
- INR580-589:** Special Topics and/or Seminar

\*Offered during the Graduate Extension Study Institute.

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### MASTER OF SCIENCE - MANAGEMENT

#### RATIONALE

This program is designed to provide a systematic approach through Graduate Extension Study to pursue educational opportunities leading to a Master of Science degree in Management. The course work is integrated to provide a solid foundation in theory and practice. The integration of information systems into the management role is a unique element of the program. The Master of Science degree in Management is not offered as part of the University's residency graduate programs; it is available only through Graduate Extension Study.

#### REQUIREMENTS

The student is recommended for the Master of Science degree in Management upon the successful completion of all requirements and an approved program of thirty-six (36) credit hours. Should the student's ad hoc committee agree that the candidate has completed all degree requirements satisfactorily, the committee will recommend the conferring of the Master of Science degree in Management.

The student's program of study for the Master of Science degree in Management consists of thirty-six (36) credits as follows:

- \*MGT500:** Business Research Methods
- MGT501:** Organizational Theory and Behavior
- MGT503:** Law and Business Organizations
- \*MGT509:** Management of Human Resources
- MGT518:** Principles of Economics
- MGT526:** Financial Accounting
- MGT530:** Marketing Management
- MGT540:** Ethics for Managers: Theory and Practice
- MGT555:** Advanced Management and Organizational Theory
- ISS501:** Structured Systems Analysis and Design
- ISS532:** Distributed Data Processing, Networks, and Telecommunications
- ISS540:** Decision Support Systems

**\*Offered during the Graduate Extension Study Institute.**

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 M.S., Rhode Island College  
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 M.B.A., University of Rhode Island  
 C.P.A.  
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Ph.D., University of Southern California  
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M.A., Niagara University  
Ph.D., Fordham University  
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M.A., University of Santo Tomas  
M.L.S., Long Island University  
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Associate Professor of Administration of Justice

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A.B., Salve Regina University  
M.A., Salve Regina University  
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Associate Professor of Humanities

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B.S., Assumption College  
M.A., Assumption College  
M.S., Worcester State College  
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Professor of Sociology

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B.S., Bryant College  
M.S., Salve Regina University  
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