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### Salve Regina University Graduate Catalog 2012-2014

Salve Regina University

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Salve Regina University  
*A Catholic Liberal Arts University*

2012-2014  
*Graduate Catalog*

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## Academic Calendar 2012-2013

### 2012 – Fall Semester

September 2	Sunday	Freshman and New Students Arrive
September 3	Monday	<b>Labor Day – No Classes</b>
September 4	Tuesday	Convocation
September 4	Tuesday	All Resident Students Arrive
September 5	Wednesday	Fall Classes Begin
		Graduate & Continuing Education – Session I Begins
September 12	Wednesday	Last Day To Change Undergraduate Semester Registration
September 17	Monday	Constitution Day
October 6-8	Saturday - Monday	<b>Columbus Day Break – No Classes</b>
October 8	Monday	Resident Students Return
October 9	Tuesday	Classes resume
October 15	Monday	Midterm Grades Due in Registrar's Office
October 23	Tuesday	Graduate & Continuing Education – Session I Ends
October 24	Wednesday	Graduate & Continuing Education – Session II Begins
October 26	Friday	Last Day to Withdraw from an Undergraduate Semester Course Without Penalty
November 6-12	Tuesday - Monday	<b>Registration for Spring Semester</b>
November 9	Friday	Last Day to Submit File for Degree Forms to the Registrar for May 2013 Commencement
November 12	Monday	Veterans' Day Observed – All Classes Meet
November 21-25	Wednesday - Sunday	<b>Thanksgiving Break – No Classes</b>
November 25	Sunday	Resident Students Return
November 26	Monday	Semester Classes Resume
December 11	Tuesday	Last Day Of Semester Classes
December 12	Wednesday	Undergraduate Reading Day
December 14	Friday	Graduate & Continuing Education – Session II Ends
December 13-19	Thursday - Wednesday	<b>Final Exams</b>
December 20	Thursday	Christmas Break Begins
NOTE:		<b>Final Grades Due To Registrar 72 Hours After Exam Time</b>

### 2013 - Spring Semester

January 21	Monday	<b>Martin Luther King Day – No Classes</b>
January 21	Monday	Resident Students Arrive
January 22	Tuesday	Spring Classes Begin
		Graduate & Continuing Education – Session I Begins
January 29	Tuesday	Last Day To Change Undergraduate Semester Registration
February 1	Wednesday	Recommended last date to file Financial Aid Forms to satisfy March 1st priority filing deadline, 2013–2014 academic year
February 18	Monday	<b>President's Day – No Classes</b>
February 19	Tuesday	All Monday Classes Meet – No Tuesday Classes
March 4	Monday	Midterm Grades Due in Registrar's Office
March 9-17	Saturday - Sunday	<b>Spring Break</b>
March 17	Sunday	Resident Students Return
March 18	Monday	Spring Classes Resume
March 19	Tuesday	Graduate & Continuing Education – Session I Ends
March 20	Wednesday	Graduate & Continuing Education – Session II Begins

March 22	Friday	Last Day to Withdraw from an Undergraduate Semester Course Without Penalty <b>SRyou Student Exposition</b> (no classes 8 a.m. to 5 p.m.)
March 28-April 1	Thursday - Monday	<b>Easter Break</b>
April 1	Monday	Resident Students Return
April 2	Tuesday	Spring Classes Resume
April 2-8	Tuesday - Monday	<b>Registration For Fall 2013</b>
April 3	Wednesday	All Monday Classes Meet – No Wednesday Classes
May 3	Friday	Last Day Of Semester Classes
May 4-5	Saturday – Sunday	Undergraduate Reading Days
May 6-11	Monday - Saturday	Final Exams
May 10	Friday	Graduate & Continuing Education – Session II Ends
May 13	Monday	<b>Final Grades for Graduating Students Due in Registrar's Office</b>
May 18	Saturday	Baccalaureate Mass
May 19	Sunday	<b>University Commencement</b>
NOTE:		<b>Final Grades Due To Registrar 72 Hours After Exam Time Or If Graduating Student May 13</b>

## 2013 – Summer Sessions

May 13	Monday	Graduate & Continuing Education Online Interactive – Session I Begins
May 27	Monday	<b>Memorial Day – No Classes</b>
May 28	Tuesday	Summer Session I – Classes Begin
June 28	Friday	Graduate & Continuing Education Online Interactive – Session I Ends
July 1	Monday	Summer Session I – Classes End Graduate & Continuing Education Online Interactive – Session II Begins
July 2	Tuesday	Summer Session II – Classes Begin
July 4	Thursday	<b>Independence Day – No Classes</b>
August 8	Thursday	Summer Session II – Classes End
August 16	Friday	Graduate & Continuing Education Online Interactive – Session II Ends

### NOTES:

1. Last day to withdraw from a graduate course is the final class day.
2. Graduate and Continuing Education online self-paced courses begin the first Monday of every month
3. Final Grades Due to Registrar 72 Hours After Last Class

# Introduction

## History

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

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

## Mission of the University

As an academic community that welcomes people of all beliefs, Salve Regina University, a Catholic institution founded by the Sisters of Mercy, seeks wisdom and promotes universal justice. The University, through teaching and research, prepares men and women for responsible lives by imparting and expanding knowledge, developing skills and cultivating enduring values. Through liberal arts and professional programs, students develop their abilities for thinking clearly and creatively, enhance their capacity for sound judgment, and prepare for the challenge of learning throughout their lives. In keeping with the traditions of the Sisters of Mercy, and recognizing that all people are stewards of God's creation, the University encourages students to work for a world that is harmonious, just and merciful.

## Accreditations and Memberships

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

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact: Commission of Institutions of Higher Education, New England

Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 01730-1433, (617) 271-0022, e-mail: cihe@neasc.org.

The National League for Nursing Accreditation Commission (NLNAC) accredits the nursing program which is also approved by the Rhode Island Board of Nurses Registration and Nursing Education. The early childhood, elementary, secondary, and special education programs are approved by the Rhode Island Department of Education. Rhode Island is a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC). Students completing these programs qualify for certification in 45 states, Washington, D.C., Puerto Rico and Guam. The Department of Social Work offers a baccalaureate program accredited by the Council on Social Work Education. The visual arts programs are accredited by the National Association of Schools of Art and Design. The business studies program is accredited by the International Assembly for Collegiate Business Education. The master's program in rehabilitative counseling is accredited by the Council on Rehabilitation Education (CORE).

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

## Accessibility of Programs and Services

Salve Regina University is committed to providing equal access to graduate students with disabilities to all its programs and services, in accordance with the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973. Students with disabilities that entitle them to instructional modifications or other accommodations must register with the Office of Disability Services at the Academic Development Center and provide professional documentation of the disabling condition. The office is located in McAuley Hall, Room 100 and is open Monday – Friday 8 a.m. – 5 p.m. EST, and can be reached by phone (401-341-3150) or by e-mail (ADC\_staff@salve.edu).

## Student Rights and Responsibilities

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

Students are expected to treat all members of the University community with respect and civility and to exercise guaranteed freedoms in a responsible manner consistent with the goals and traditions of the University. Students should acknowledge the interdependence of the University and the surrounding community

and should take responsibility for their learning and collective welfare. Upon enrollment, the student becomes a member of the academic community and thereby accepts both the rights and responsibilities associated with that membership.

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

## Admissions

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

### Admissions Requirements

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

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

## Master's Programs

### Who May Apply

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



## How to Apply

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

1. Completed graduate application form
2. Nonrefundable application fee
3. Official transcripts from all accredited institutions of higher education attended
4. Two professional letters of recommendation, from faculty and/or work supervisors who can attest to an applicant's ability to be successful in graduate studies; recommenders must include professional title and contact information
5. Test scores no more than five years old from one of the following:

Miller Analogies Test (MAT)

Graduate Record Examination (GRE)

Graduate Management Aptitude Test (GMAT)

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

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

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

## Program of Study

Upon acceptance, a program of study is developed and may include transfer credits from other institutions if petitioned for by the student. Students are encouraged to contact the graduate program director for any advice related to their program. The Office of Graduate Admissions will provide students with a copy of their program of study.

## Dual Degree Master's Program

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

## Second Master's Degree

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

## Ph.D. Program

### Who May Apply

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

## How to Apply

The following materials must be submitted to the Office of Graduate Admissions by March 15 for September admission, September 15 for January admission, and January 15 for June admission:

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

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

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

## Admissions Criteria

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

1. Possess both a bachelor's degree and a master's degree earned from regionally accredited U.S. institutions of higher learning or equivalent degrees from a nationally accredited college or university outside the U.S. Documentation of degree equivalencies must be submitted by an agency authorized to do so.
2. Have a cumulative grade point average of 3.30 or higher for the master's degree.
3. Provide three letters of recommendation that support the ability to engage in doctoral studies.
4. Demonstrate through scores on the GRE that he or she has potential to do well in doctoral studies.
5. Provide evidence of quality research and writing skills on a paper submission from previous master's degree course work.
6. Through an onsite or online writing sample show an understanding of humanities that suggests an adequate foundation for doctoral studies in this program.

## Program of Study

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

## Certificate Programs

### The Certificate of Graduate Studies (CGS)

The Certificate of Graduate Studies (CGS) is designed for those students who wish to pursue graduate study but may not be interested in obtaining a master's degree. It may be earned by students with baccalaureate degrees or master's degrees from accredited institutions in areas related to the field of study. The courses for a certificate program must be approved by the graduate program director. Students are required to successfully complete all courses with a cumulative grade point average of 3.0 or higher to earn the certificate. Students are encouraged to contact the graduate program director prior to enrolling in graduate certificate courses to assure the appropriate selection of courses. Should a student desire to continue beyond the certificate by entering the master's program, he or she should contact the Office of Graduate Admissions. If the student is accepted, the required courses already completed may be applied to the master's degree consistent with University policy.

### The Certificate of Advanced Graduate Studies (CAGS)

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

### How to Apply for the CGS or CAGS Program

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

1. Completed application form
2. Official transcripts from all degree-granting institutions attended
3. Nonrefundable application fee
4. One letter of recommendation from a person able to evaluate the candidate's academic potential

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

### Transfer of Credit

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

### International Students

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

nationally accredited college or university outside the U.S. Degree equivalencies must be determined by a qualified agency and submitted as part of the application process.

Applicants who are non-native English speakers are required to report scores from the Test of English as a Foreign Language (TOEFL). In order to be considered for admission in the graduate program, an applicant's TOEFL score must be a minimum of 600 on the paper-based test, 250 on the computer-based test, or 100 on the Internet-based test. Language proficiency exams are not required of those students who have earned a degree from a non U.S. university where the primary language of instruction is English, or from a college or university in the U.S. immigration laws require international students with student visas to engage in full-time study each semester (nine credits) and to make satisfactory progress toward a degree.

## Application Instructions for International Students

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

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

Once the application process is complete, students are required to submit a completed I-20 application form with financial verification. Upon completion of the I-20 application form and acceptance from Salve Regina University, students will receive a Salve Regina University I-20 which allows for application of an F-1 visa. You also need to provide proof of immunization. The State of Rhode Island requires proof of the following vaccinations: measles/mumps/rubella, tetanus, varicella/chicken pox.

*Please note that all international graduate students are required to carry Salve Regina's health insurance.*

## Non-matriculated Status

Those with baccalaureate degrees or higher who want to enroll in graduate-level courses prior to applying for the graduate degree program may enroll as a non-matriculated student with permission of the appropriate graduate program director

for no more than two courses (6 credits). For those students seeking certificates or degrees, required courses taken prior to acceptance into a program may be credited toward the degree or certificate if the student is accepted into and matriculated into the program, consistent with University policy. In order to be accepted and matriculated into the program, non-matriculated students must complete an application that is reviewed according to University policy and standards. Completion of courses as a non-matriculated student does not guarantee admission into a program.

## Financial Information

### Student Financial Responsibility

All payments are due before registration. No registration is complete until all financial obligations are met and all conditions for eligibility for registration are satisfied. It is the student's responsibility to keep addresses current, including home, local, and billing addresses. To do so, students should complete the Change of Address Form, available in the Office of the Registrar. Students are responsible for verifying to the Business Office both University and outside financial assistance to be applied against the invoice. Students should not rely on banks or other agencies to do this. The University reserves the right to cancel registration, prevent future registration, prevent participation in Commencement ceremonies, and hold diplomas, transcripts and records until financial obligations have been met in full.

### Tuition and Fees

The University and the Board of Trustees reserves the right to change tuition and fees to reflect economic conditions. A current listing of tuition and fees may be found on the Graduate Studies website. Charges are payable in advance, and registration remains incomplete until all financial obligations are met. Checks returned for insufficient funds are charged to student accounts. Unpaid charges (greater than six months without payment or default on a signed promissory note) will be placed with a third party collection agency and the student will be liable for all additional costs associated with the collection of the unpaid charges. Collection costs will significantly increase the student's financial obligation.

### Financial Aid

Financial assistance is available for graduate students in the form of federal and private loans.

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

### Eligibility Requirements

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

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

## **Federal Direct Loans**

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

## **Alternative Financing and Federal Direct Graduate PLUS Loans**

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

## **Satisfactory Academic Progress**

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

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

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

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

## **National Guard Tuition Assistance**

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

## **Veterans Administration Educational Benefits**

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

## **Renewal of Financial Aid**

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

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

Refund Policies

Refund Policy for Withdrawal from Campus-Based Courses

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

1. A student who leaves the University during or at the end of a semester shall not be charged for the next semester. However, if the student has already registered for classes for the next semester, the student is responsible to drop the same classes before the next semester starts, using the drop/add form in the Office of the Registrar.
2. A student who leaves the University (except for suspension or dismissal for misconduct) or changes his or her enrollment during a semester shall be eligible for a tuition and room and board refund during the first five weeks, according to the following schedule for a fall or spring semester 15-week course:  

Withdrawal before classes begin .....	100%
Withdrawal before start of the second week of the semester .....	90%
Withdrawal before start of the third week of the semester .....	80%
Withdrawal before start of the fourth week of the semester .....	70%
Withdrawal before start of the fifth week of the semester .....	60%
Withdrawal before start of the sixth week of the semester .....	50%
Withdrawal after start of the sixth week of the semester .....	0%
Withdrawal from weekend workshops (after workshop starts) .....	0%
3. The tuition refund schedule for campus-based “compressed” courses that meet seven weeks or fewer in a semester is as follows:  

Withdrawal before classes begin .....	100%
Withdrawal before the 10th calendar day from start of course .....	80%
Withdrawal before the 16th calendar day from start of course .....	60%
Withdrawal after the 15th calendar day from start of course .....	0%
4. The tuition refund policy for campus-based courses offered in summer sessions is based on the following schedule:  

Withdrawal before classes begin .....	100%
Withdrawal during the first week of class .....	80%
Withdrawal during the second week of class .....	60%
Withdrawal after the second week of class .....	0%
Weekend workshops (after a workshop has started) .....	0%
5. A student who is suspended, dismissed, or withdraws when under investigation for misconduct shall not have tuition refunded for the semester in which action is taken.
6. Refunds for student withdrawals will be processed within 30 days after the University has received notification of withdrawal. Tuition refunds will be calculated based on the date the Office of the Registrar receives the withdrawal form. All fees are nonrefundable after the start of classes. The University reserves the right to charge an administrative fee for refunds of this nature.

Refund Policy for Withdrawal from Online Courses

Students are eligible for refunds of tuition according to the following schedule provided they have followed the procedure outlined in the “Withdrawal from a



Course” section of this catalog.

1. Refunds for full-semester and four-month online self-paced courses are as follows:

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

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

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

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

## University Services

### Wakehurst Student Center

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

### Mercy Center for Spiritual Life

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

Catholic Mass is celebrated in Our Lady of Mercy Chapel:

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

### Office of Career Development

The Office of Career Development plays an active role in preparing graduate students for the job market. Career advisors are available to students through individual appointments and daily drop-in hours, and the Salve Regina Gateway system provides students with 24/7 access to employment postings, online resources, and industry information for a variety of career fields. For a full description of available career services and resources, students may visit the Career Development website at [www.salve.edu/offices/careerdev/](http://www.salve.edu/offices/careerdev/).



## **Bookstore**

The University Bookstore, located in Miley Hall, carries academic and general interest books, as well as a full line of school supplies including computer related merchandise. Textbooks for online and campus-based courses are available online from the bookstore. Textbooks should be ordered before the course begins to ensure that you will not fall behind in your course work. The bookstore provides health-related items, Salve Regina imprinted clothing and gifts, greeting cards, room accessories, and snacks and beverages. The store accepts MasterCard, Visa, Discover, American Express and personal checks. Payments may be made with the Salve Regina card. The bookstore's website may be accessed at [www.salve.bkstr.com](http://www.salve.bkstr.com).

## **Business Office**

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

## **Copy Center**

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

## **Food Service**

Food service locations on campus include the Original Burger Company in Miley Hall, Global Café in Wakehurst, and Jazzman Café in O'Hare Academic Center.

## **Safety and Security**

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

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

## **Vehicle Registration and Parking**

Eligible full-time and part-time students, faculty and staff intending to have a vehicle on campus must have it registered each academic year through the Office of Safety and Security in Tobin Hall. A decal for on-campus parking is issued and a service fee is charged. All campus parking areas are clearly posted. Fines are levied on those who do not observe parking regulations. The Office of Safety and Security has the authority to tow, at the owner's expense, any vehicle on University property that violates parking signs and regulations.

## **SALVE Card**

The SALVE card serves as an identification card for members of the Salve Regina University community and can grant access to a multitude of services. Students are required to carry their student identification card with them at all times. The cards can be used to check materials out of the library, gain access to the library's special reference databases, and utilize the Sullivan Fitness Center. Money can be deposited on the card to be used for the following: Salve Regina University Bookstore purchases, campus soda and snack machines, Global Café, Jazzman Café, and Original Burger Company purchases, library copiers, Sullivan Fitness Center, McKillop Library Mail Services, and Copy Center.

Salve Regina University identification cards are available to all new students at the time of initial enrollment by the Office of Safety and Security. Identification cards provide access to the University computer laboratories, the McKillop Library, the cafeteria and to other specific buildings, functions or events. Identification cards should be carried at all times, since students may be asked to present them to University officials upon request. They are to be retained until graduation or departure from the University. If lost or stolen, cards should be reported immediately to the Office of Safety and Security. A \$25 replacement fee will be charged.

## **Procedures and Hours to Obtain Parking Decals and Student Identification Cards**

The Office of Safety and Security in Tobin Hall is open from 8 a.m. to 5 p.m. each weekday for processing decals and identifications. In addition, this office remains open until 6 p.m., Monday through Thursday during the first two weeks of classes each semester, specifically to assist those unable to come earlier. Since Tobin Hall has limited accessibility, all students needing accommodations based on disability should contact the Office of Graduate Studies and Continuing Education to arrange alternative procedures.

## **Cancellations for Inclement Weather**

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

# **Academic Policies**

## **Academic Honor Code**

All students are expected to accept and to abide by the values of honesty, integrity, and truthfulness in their academic pursuits. Sanctions for violations of academic honesty, such as plagiarism or cheating may include (but are not limited to) failure for the work involved, failure in the course, and dismissal from the University. A record of violations and sanctions is maintained in the student's file. Appeal is to the provost or the provost's designee.

## **Academic Conduct**

Students are expected to interact with faculty and fellow students with courtesy, respect, and integrity in all academic settings. Any behavior that disrupts an appropriate and effective learning environment is unacceptable and may be subject to discipline. Student behaviors that enhance the learning environment include dialogue and discussion of course material and issues; asking questions to improve

comprehension; listening to and respecting the views of others; and completing readings and assignments in preparation for class. Student behaviors that hinder the learning environment include extended personal discussions during class; the use of cell phones, and the inappropriate use of laptops or other devices during class; consistently interrupting class by entering and exiting the room during the class session; and treating classmates or the instructor with disrespect. In all academic settings, students should be aware of their responsibility to engage in the material being covered in order to benefit from educational opportunities. Moreover, students must be certain that their presence enhances rather than hinders the educational environment of fellow students.

## Intellectual Property

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

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

## Plagiarism

Plagiarism occurs when a person uses someone else's creative or scholarly work but fails to give that person credit. It also occurs when a person credits the author but uses his exact words without so indicating with quotation marks or block indentations. It even occurs when a person uses words so close to those in the source, that if the person placed his/her work next to the source, one would see that it could not have been written without the source "at the elbow." "Plagiarism constitutes intellectual theft. Strictly speaking, it is a moral and ethical offense rather than a legal one, since most instances of plagiarism fall outside the scope of copyright infringement, a legal offense. Nevertheless, plagiarism often carries severe penalties, ranging from failure in a course to expulsion from school" (Joseph Gibaldi, "MLA Handbook for Writers of Research Papers," 5th ed. [New York: The Modern Language Association of America, 1999]: 30).

Given the widespread use in academia of online sources of information, "plagiarism and the Web" assumes a particularly important dimension today. Where plagiarism and the Web runs anywhere from unreferenced electronic sources through e-commerce companies that prepare student papers, to other companies which can scan papers for possible plagiarism, the task of cultivating ethical scholars faces serious challenges. In this respect, every person should consult those sources that devote particular attention to the method of properly referencing electronic sources. In this regard, two sources are currently in widespread use: Kate L. Turabian, "A Manual for Writers of Term Papers, Theses and Dissertations," 158-64 and especially Joseph Gibaldi, "MLA Handbook for Writers of Research Papers," 158-201.

## Confidentiality of Student Information

Procedures for the release and disclosure of student records maintained by the University are in accordance with the Family Educational Rights and Privacy Act of

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

## **Class Attendance**

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

## **Administrative Withdrawal**

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

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

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

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

## **Matriculation and Enrollment**

### **Matriculated/Non-Matriculated Students**

A matriculated student has been formally admitted to the University in pursuit of a degree program and is proceeding on a full-time or part-time basis. A non-matriculated student enrolled in course work who has not yet applied to the University is not enrolled in a degree program. Non-matriculated students may not enroll for more than two courses (6 credits), unless specific permission is granted by

the appropriate dean. There is no guarantee that course work completed as a non-matriculated student will be applied toward a degree program. Non-matriculated students may register for courses when space is available.

### **Full-time/Part-time Status**

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

### **Course Numbers**

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

### **Registration Policies and Procedures**

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

### **Student Responsibility**

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

### **Academic Calendar**

Salve Regina's academic year includes a fall and spring semester and two summer sessions. Meetings for graduate courses follow the University calendar. Calendar information may be found in the schedule of classes, at the beginning of this catalog, and on the website at [www.salve.edu/acad-calendar/](http://www.salve.edu/acad-calendar/).

### **Off-Campus Classes**

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

### **Change of Name/Address**

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

### **Registration Holds**

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

### **Registration**

Matriculated students may register online through My Information. The link is titled

“Search and Register for Classes.” Nonmatriculated students may use the registration link available at <http://www.salve.edu/graduatestudies/>. Students may also register for all on-campus and online courses in person at the Office of the Registrar located on the second floor of McAuley Hall. Office hours are 8 a.m. to 5 p.m., Monday through Friday. Registration materials can be obtained from the Office of Graduate Admissions or on the website at [www.salve.edu/graduatestudies/schedule.cfm](http://www.salve.edu/graduatestudies/schedule.cfm) and may be faxed or mailed.

### **Registration Period for Online Courses**

Self-paced courses are available to students on the first Monday of every month and students have four months to complete them.

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

### **Dropping an Online Interactive Course**

Students are given access to online courses two days before the start date of their course in order to preview the course material. Students must drop a course before 5 p.m. on the first day it begins. Should a student need to drop the course, they must fill out a course withdrawal form available online at the registrar's website. The form must be received by the Office of the Registrar by 5 p.m. on the start date of the course to qualify for a 100% refund.

### **Course Changes**

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

### **Non-credit Registration**

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

### **Prerequisites**

A prerequisite is a course or other requirement established to ensure that students have sufficient academic preparation to successfully complete another course. It is the responsibility of the student to ensure that prerequisites, as listed in the catalog and updated through the semester schedule of classes, have been successfully completed before registering for the course. Faculty members have the right to refuse students admission to courses when prerequisites have not been completed satisfactorily.

### **Special Enrollment Sections**

Matriculated students who want to pursue graduate level independent study, directed study, thesis, or internship courses for credit need to discuss proposed work with the instructor and program director. If the proposal is approved, a special enrollment

form (located on the University website, Registrar's link) must be completed, signed and approved by the appropriate dean, and then presented at registration.

### **Directed Study**

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

### **Independent Study**

Independent study involves specialized subjects outside the regular graduate catalog. While it is expected that most students will be able to develop a complete program of student from regularly scheduled course offerings, there are situations in which a student may benefit from independent study. Students interested in independent study, and who have a cumulative GPA of 3.2 or higher, should consult an appropriate faculty mentor, discuss the planned project, complete and submit a special enrollment form available on the University website, registrar's link, and register for the course. The University reserves the right to deny requests for independent study from students whose topics have not been well formulated, who lack a supervising faculty member to evaluate performance, or who do not meet the GPA minimum.

### **Internship**

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

### **Thesis Option**

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



## **Withdrawal from a Course**

Students who want to withdraw from an on-campus, online or hybrid course before the final day of class must make this request in writing. They can do so by submitting a course withdrawal form (available from the Office of the Registrar), writing a letter, or sending a fax. If the request is approved, a grade of W will appear on the student's transcript. All withdrawal requests must be received by the Office of the Registrar prior to the final day of class. Please refer to the "Financial Information" section of this catalog for details on tuition refunds.

## **Continuous Enrollment**

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

## **Time Limitations**

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

## **Leave of Absence**

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

## **Withdrawal from the University**

Withdrawal may be initiated by the student or by the University. If coursework is in progress, the student should initiate the withdrawal in order to obtain non-punitive W grades and any applicable pro-rated refund. Time is of the essence for tuition refunds; the date the request for withdrawal is received will determine the percentage of tuition refunded to the student. Students who do not complete the required forms will be responsible for full semester tuition charges. Please refer to the "Financial Information" section of this catalog for details on tuition refunds. Students who receive financial aid must arrange for an exit interview with the director of financial aid.

## **Transcripts**

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

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



## Online Studies

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

## Online Course Structure

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

Online self-paced courses are available to students on the first Monday of every month and students have four months to complete them. Courses are organized into three to five modules, with one assignment per module. Students work with the textbook and the online course materials to meet the learning objectives of the course. Assignments are submitted and returned electronically through the course assignment tool. E-mail and chat tools are available to contact the instructor as well as interact with fellow students.

Online interactive courses have specific start and end dates and are offered in two seven-week sessions each semester. In these courses, students interact with other students and have the ability to participate in discussions with classmates and faculty. Communication is asynchronous; there is no requirement for members of the class to be online at the same time, although some courses offer opportunities for synchronous interaction. This interactive environment enriches course content, provides opportunity for discussion, and encourages the exchange of ideas.

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

Textbooks for online courses are available from the Salve Regina University bookstore. Textbooks should be ordered before the course begins to ensure adequate preparation for the first day of class.

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

## Computer Requirements for Online Courses

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

The campus uses Microsoft Office. All written papers need to be saved in a file format compatible with Microsoft Word. Some business courses require spreadsheet software for their assignments. Students will need to save their assignments in a format compatible with Microsoft Excel. Additionally, some courses may require

plug-ins to access course material. The website above also lists links to the most common plug-ins needed.

## Graduation Policies and Procedures

### Graduation Requirements

To qualify for graduation, candidates must be fully matriculated in their respective graduate programs and complete all requirements in which at least 60% must have been completed at Salve Regina University with a minimum cumulative grade point average of 3.0.

### Graduation Procedures

Candidates intending to graduate must submit a completed file-for-degree form to the Office of the Registrar six months prior to the May Commencement ceremony. All program requirements must be complete before conferral of the degree and participation in Commencement ceremonies. Any balance on the student's account must be paid in full in order to participate in commencement. Where applicable, the following documents also must be on file prior to graduation:

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

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

### Grading Policy

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

Grade	Interpretation	Quality Point Value
A	Excellent	4.00
A-		3.70
B+		3.30
B		3.00
B-	Good	2.70
C	Minimally Competent	2.00
F	Failure	0.00
P	Pass	0.00
WF:	Failure	0.00
I:	Incomplete: Given when a course requirement has not been completed. Must be resolved by date on the incomplete form or I becomes F.	
AU:	Audit: Student fulfills all course requirements other than taking exams. No credit is awarded.	
W:	Withdrawal: Course dropped with permission. Students may not withdraw after the last class meeting. No credit is awarded.	
WF:	Failure: Given to a student for behavioral or academic reasons prior to the recording of the final grade. The WF is computed as an F in the grade point average.	

## Incompletes

It is very important for students to complete all assigned course requirements by the scheduled end date of their courses. When students decide they are unable to do so, it is equally important that they follow the procedure for requesting an incomplete grade. Before the scheduled end date of the course, students must request an incomplete grade from their instructor. If the request is approved, the student and instructor will complete the official form and submit it directly to the Office of the Registrar. Official forms are located at the following link [www.salve.edu/offices/registra/forms/pdf/IncompleteGradeForm-Web.pdf](http://www.salve.edu/offices/registra/forms/pdf/IncompleteGradeForm-Web.pdf). Incomplete grades are neutral – they have no effect on the GPA. However, it is crucial for the student to finish the work by the completion date indicated on the form; otherwise the incomplete will become an F. Students are only granted one incomplete per course.

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

## Final Examinations

Final exams take place during the last scheduled week of the class. University policy requires all classes to meet with their instructors during the final exam period, whether for examination or for further instruction.

## Online Grade Reports

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

## Falsifying Educational Records

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

## Grade Review – Resolving Questions

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

1. A request for a review of a semester grade must be made in writing by the student to the course instructor no later than 30 days after the date semester grades become available to students online at “My Salve.” The student sends a copy of this request to the director of the program which offered the course and to the appropriate dean.

2. Within 10 working days of the receipt of this request, the instructor shall forward to the student, the program director, and the appropriate dean a written grade review. The grade review will consist of:
  - a) A copy of the course syllabus outlining assignments, tests and examinations, along with their respective percentage weights to the final grade calculation;
  - b) The student's grades for all tests and assignments;
  - c) A demonstration of the calculations by which the final grade was determined.

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

### **Cumulative Grade Point Average (GPA)**

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

### **Course Repeat Policy**

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

### **Academic Probation and Dismissal**

A cumulative grade point average of B (3.0) is required to qualify for a graduate degree or certificate. Students whose cumulative grade point average falls below 3.0 in any given semester or who earn at least one grade of "F" are considered to be on academic probation for the following semester. Students on probation for two continuous semesters may be dismissed from the University. Students who are dismissed may make a written appeal to the provost within 30 days of the date of dismissal.

### **Institutional Review Board (SRU-IRB)**

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

Board (IRB) in all institutional locations where research takes place and are directly or indirectly funded by the U.S. Federal government.

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

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

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

## Academic Facilities

### The Campus

Salve Regina University adjoins Rhode Island's renowned Cliff Walk and overlooks the Atlantic Ocean. Its 80-acre campus, which is within walking distance of Newport's center, combines majestic gardens and horticultural attractions with historic and modern architecture. Salve Regina is located 40 minutes from Warwick's T.F. Green Airport and two hours from Boston's Logan Airport. The University is accessible to Providence, Boston, New York, and Cape Cod by interstate highway.

### Administrative and Academic Facilities

The Office of Professional Studies, including the Offices of the Dean of Professional Studies, Graduate and Continuing Studies, and Graduate Admissions, is located on Shepard Avenue. The Office of the Registrar, the Offices of the Provost, and the Dean of Arts and Sciences are on the second floor of McAuley Hall. Classrooms, laboratory facilities, and faculty offices are concentrated in nine buildings: O'Hare Academic Center, Angelus, Marian, McAuley Hall, McKillop Library, and Wakehurst on Ochre Point Avenue; Mercy Hall on Lawrence Avenue; the Young Building (which also houses the Pell Center for International Relations and Public Policy) on Ruggles Avenue; Miley Hall on Webster Street. In addition, off-campus courses are offered at our Warwick site at 144 Metro Center, Warwick, Rhode Island.

### The Library

Salve Regina's McKillop Library contains 150,000 print volumes and 85,000 e-books, 4,000 DVDs, CDs, and audiobooks, and maintains subscriptions to 50,000 electronic journals which are indexed in over 100 online databases. Remote access to most of these resources is available to students and faculty 24 hours per day via the library website (<http://library.salve.edu>). The library contains over 100 public workstations

(PCs and Macs) located throughout the building that are available for research use. The library has four study rooms that contain a workstation, whiteboard and other presentation tools and that are bookable online. A Learning Commons on the main floor consists of collaborative group workstations, as well as comfortable furniture and a small café. A multipurpose room on the main floor is equipped with 26 workstations, a Smartboard, and an instructor's workstation for group hands-on instruction classes. This room also contains a central conference table with 14 recessed laptop computers and may be booked by student groups when not in use for other functions.

The library is a member of HELIN (Higher Education Library Information Network), a library consortium of nearby academic institutions and hospitals which share a common library system. Through HELIN, students and faculty may initiate direct online requests to borrow over six million items jointly held by member libraries. The library participates in a daily statewide library delivery service that provides items requested from other libraries. Salve Regina students may use all of these library facilities, and check out materials at any HELIN library by showing a valid Salve Regina identification card. In addition, the library is a member of the Consortium of Rhode Island Academic and Research Libraries (CRIARL), a larger group of Rhode Island research libraries that also shares resources. Requests for other research materials not held by either HELIN or CRIARL libraries may be requested online via an electronic interlibrary loan form.

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

### **University Computer Laboratories (UCL)**

The University Computer Labs center provides technology and support for computer classrooms from our office in room 002 on the garden level of the McKillop Library. The computer labs provide access and support to both PC and Mac computers, printing, scanning, multimedia services, and classroom technology. There are PC computer classrooms/labs in the McKillop Library and Mac computer classrooms/labs in the Antone Academic Center for Culture and the Arts. In McKillop, a testing center supports certification in Microsoft, QuickBooks, IC3® (Internet and Computing Core Certification) and other valuable career-related and resume-building certifications. McKillop has three PC classrooms, which include a number of Macs. The Antone Academic Center has two Mac labs and a Mac digital photo lab. The Warwick site supports a PC lab with Internet access and printing, classroom technology with projection in all classrooms, and a PC laptop cart for classroom use. For assistance in any lab or classroom, please call our Help Desk extension at 341-7777, option 1.

The labs in McKillop are open seven days throughout the semester. Students are required to have a valid Salve Regina University identification card, to follow a code of ethics for computing, and to login with their Salve issued network ID. Professional staff and student lab monitors are available during operating hours to assist students and faculty. Current hardware and software configurations allow students the advantage of technology that will be useful in their studies. Schedules indicating availability are posted outside of each lab. Labs are used for formal teaching, supporting curricula, and individual learning assignments. Utmost attention is paid to making the labs and their resources available for student needs. Questions regarding the schedules are to be addressed to the lab staff in McKillop Library room 002, or at 341-2985.

## Media Services Department

Media services provides assistance and services that include, but are not limited to, hardware distribution (projectors, laptops, sound systems, screens, easels, etc.), and video filming, editing, and duplication.

**Editing Policy:** The media services department will assist any student or faculty member wishing to transfer or edit any media within appropriate guidelines. To edit a project, please make an appointment.

**Duplicating Policy:** The media services department will not knowingly duplicate any copyrighted material unless written permission from the copyright holder or authorized representative is obtained and submitted to the media services department along with the material to be copied.

Media services loans equipment including digital video cameras and tripods, voice recorders, sound systems, laptops, projectors, and a host of peripheral items. A valid Salve Regina University identification card must be shown for loans. All equipment is available for instructional and class-related projects.

Media services sets up equipment for the University community and guest speakers. Forty-eight hour notice is required before setups. A week's notice is required for video taping lectures or student presentations.

The media services department can be reached at 341-2221 or by visiting the garden level of the McKillop Library, room 002.

# Computer and Network Use Policy

## Introduction

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

## General Principles

The information technology resources are to be used exclusively to further the mission of the University. All members of the University community have the obligation to use these resources in a manner consistent with this goal. The University's information technology resource is a finite, shared resource of its community worthy of respect. As such, the University expects each member of the community to use these resources responsibly, ethically and to comply with the policy, relevant laws and contractual obligations to other parties. The use of these resources is a privilege. If a member of the community fails to comply with the policy or relevant laws or contractual obligations, that member's privilege may be revoked. Members of the University community should seriously bear in mind that their use of the University's resources contribute to the perception that the public at large has of the University. In addition, each time a member of the University community uses these resources (such as sending e-mail) in relation to



non-University persons or entities, that member is identified as belonging to the University community. As such, everyone should use these resources consistent with the freedom of expression but without compromising the integrity and well-being of the University.

## **Computer Account and Revocation Procedures**

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

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

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

## **Privacy**

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

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

## **Salve Regina E-mail Policy**

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

All electronic communication initiated by University offices for students are sent to students' Salve Regina University e-mail accounts. This applies to all undergraduate



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

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

# Master of Science in Administration of Justice and Homeland Security

Concentrations and Certificates of Graduate Studies (CGS) are offered in leadership in justice, and cybersecurity and intelligence.

*Classes are held at our Newport campus, our Warwick site and online.*

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

## About the Programs

The administration of justice and homeland security programs endeavor to address the professional requirements of justice leaders and practitioners in an increasingly technological and global environment. As a University community that recognizes its responsibility to impart and expand knowledge, develop skills, and cultivate enduring, well-informed, reflective values, the objective of the graduate program is to develop professionals who are morally imbued individuals and will serve their communities guided by the principles of equal respect. The courses and this program will focus on:

- 1) The philosophical, historical, ethical, behavioral, technological, legal, and policy dimensions of the discipline;
- 2) An analytical approach to practice within the criminal justice system;
- 3) Practical tools to improve effectiveness within the various professional roles;
- 4) The most current and relevant information in a structure that is dynamic and adaptable to rapidly evolving trends.

These objectives enable practitioners, managers, and leaders to design a program of study that best serves their career goals. Students pursue a Master of Science degree in administration of justice and homeland security, and may choose between two concentrations: leadership in justice or cybersecurity and intelligence. The concentration in leadership in justice focuses on strategic management in a multicultural, technological, and collaborative environment. The concentration in cybersecurity and intelligence focuses on the conceptual aspects of what steps need to be taken so that managers can lead and interact in a technological environment and bridge the communication gap between management and technicians. The concentration in cybersecurity and intelligence highlights theory, policy, and problems in this emerging field.

The concentrations are structured to offer flexibility in scheduling, allowing graduate students to take some courses on campus and some online. This combination of learning opportunities allows the student to study on a schedule

that fits the various time demands of administration of justice professionals. Students not selecting an area of concentration may select electives from any of the graduate programs (with approval of the graduate program director) to develop an individualized program of study that meets their personal and professional goals.

Certificates of Graduate Studies in cybersecurity and intelligence, and leadership in justice will offer students the opportunity to broaden and enhance their professional careers with topics that are current and relevant in today's administration of justice and homeland security environment.

This program emphasizes current and relevant analysis of ethical, legal, cultural, and technological issues that pose threats to a global society. The integration and collaboration of private sector, public sector, and academe creates a shared responsibility in the environment of homeland security. Current and future leaders understand that an interdisciplinary approach to all hazards that require prevention, mitigation, protection, response, and recovery is the most successful. The integration of private sector partnerships creates a shared responsibility in a homeland security environment. Current and future leaders understand that an interdisciplinary approach is the most successful.

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

### **On Campus or On-Site**

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

### **Accelerated Bachelor's/Master's Degree Program**

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

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

## Master of Science in Administration of Justice and Homeland Security

### Program Requirements

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

### Prerequisite Courses

There are no prerequisite courses necessary to enter the Master of Science in the administration of justice and homeland security master's degree program.

### Curriculum

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

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

ADJ500: Research Methods .....	3 credits
ADJ505: Constitutional Issues .....	3 credits
ADJ506: Theories of Justice.....	3 credits
ADJ521: Management Issues in the Justice System .....	3 credits
INR552: Terrorism and Transnational Crime .....	3 credits
ADJ518: Public Policy in Global Environment .....	3 credits
ADJ524: Homeland Security: National Incident Management System .....	3 credits
ADJ580: Global and Social Issues in Justice (Capstone).....	3 credits

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

#### Approved Electives

ADJ514: Law and Human Behavior .....	3 credits
ADJ519: U.S. Intelligence .....	3 credits
ADJ530: Cyber Threat Analysis.....	3 credits
ADJ531: Cyber Threat Management.....	3 credits
ADJ532: Cyber Terrorism.....	3 credits
ADJ533: Drug Recognition for Homeland Security Partners.....	3 credits
ADJ535: Budget Realities and Grant Opportunities.....	3 credits
ADJ536: Cultural Competency .....	3 credits
ADJ555: Challenges to Counter-Terrorism .....	3 credits
ADJ565: Analytics Methodologies.....	3 credits
ADJ575: Comparative Justice Systems.....	3 credits
ADJ576: High Tech Crimes.....	3 credits
ADJ581: Special Topics .....	3 credits
ADJ591: Independent Study .....	3 credits
ADJ598: Internship I.....	3 credits
ADJ599: Internship II.....	3 credits
ADJ590: Thesis.....	6 credits

INR512: Justice and Order in International Relations .....	3 credits
MGT501: Management and Organizational Theory.....	3 credits
MGT560: Labor Relations .....	3 credits
MGT509: Human Resources .....	3 credits
MGT554: Business Foresight and Futuring.....	3 credits

*\*Other electives may be allowed with permission of the graduate program director.*

## **Master of Science in Administration of Justice and Homeland Security Concentrations:**

This program allows the opportunity for two concentrations: a concentration in leadership in justice or a concentration in cybersecurity and intelligence. To complete a concentration, four courses (12 credits) that are specified by each concentration curriculum must be completed.

### **Concentration in Leadership in Justice**

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

Leaders in the justice field must reshape departments that have been highly centralized, over-specialized, and conventional in their approach to solving community issues and problems. They must draw upon their knowledge and skills to establish and maintain a high standard of integrity and ethical values.

### **Program Requirements and Curriculum**

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

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

### **Leadership in Justice Concentration Curriculum:**

Electives (Four courses/12 credits)

Students must complete the two courses below

ADJ536: Cultural Competency .....	3 credits
ADJ535: Budget Realities and Grant Opportunities.....	3 credits

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

ADJ581: Special Topics (with permission of graduate program director).....	3 credits
HLL520: Leading Holistically.....	3 credits
HLL519: Introduction to Holistic Leadership Perspectives.....	3 credits
MGT501: Management and Organizational Theory.....	3 credits
MGT560: Labor Relations .....	3 credits
MGT509: Human Resources .....	3 credits
MGT554: Business Foresight and Futuring.....	3 credits

Concentration in Cybersecurity and Intelligence

This program is designed to respond to the interests, knowledge requirements, and needs of professionals in the field of law enforcement and justice at the local, regional, state and international levels. Professionals in this field require an education that prepares them for global challenges that impact cybersecurity and intelligence at home and abroad. It is necessary for professionals in this field to have an understanding of the advancing technological world and its immense impact on the global community.

This program includes attention to counterterrorism training in such areas as information technology, terrorist groups, domestic terrorism, high tech crimes, intelligence gathering, and financial investigative techniques. To support this effort, practical problems will be discussed with emphasis on enhanced cooperation with law enforcement at the international, federal, state, local, and tribal levels.

Program Requirements and Curriculum

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

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

Cybersecurity and Intelligence Concentration Curriculum:

Electives (Four courses/12 credits)

Students must complete the following two courses:

ADJ519: U.S. Intelligence .....	3 credits
ADJ576: High Tech Crimes.....	3 credits

Students must complete two of the following courses:

ADJ530: Cyber Threat Analysis.....	3 credits
ADJ531: Cyber Threat Management.....	3 credits
ADJ532: Cyber Terrorism.....	3 credits
ADJ555 Challenges to Counter-Terrorism .....	3 credits
ADJ565: Analytics Methodologies.....	3 credits
ADJ581: Special Topics (with permission of graduate program director).....	3 credits

Certificate of Graduate Studies in Leadership in Justice

(Four courses/12 credits):

The Certificate of Graduate Studies in leadership in justice focuses on strategic management in a multicultural, technological, and collaborative environment.

Curriculum

Students must successfully complete the following 2 courses:

ADJ536: Cultural Competency .....	3 credits
ADJ535: Budget Realities and Grant Opportunities.....	3 credits

Students must successfully complete two of the following courses:

ADJ581: Special Topics (with permission of Graduate Program Director) .....	3 credits
HLL520: Leading Holistically .....	3 credits
HLL519: Introduction to Holistic Leadership Perspectives .....	3 credits
MGT501: Management and Organizational Theory .....	3 credits
MGT560: Labor Relations .....	3 credits
MGT509: Human Resources .....	3 credits
MGT554: Business Foresight and Futuring .....	3 credits

## Certificate of Graduate Studies in Cybersecurity and Intelligence

(Four courses/12 credits)

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

### Curriculum

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

ADJ519: U.S. Intelligence .....	3 credits
ADJ576: High Tech Crimes .....	3 credits

Students must complete two of the following courses:

ADJ530: Cyber Threat Analysis .....	3 credits
ADJ531: Cyber Threat Management .....	3 credits
ADJ532: Cyber Terrorism .....	3 credits
ADJ555: Challenges to Counter-Terrorism .....	3 credits
ADJ565: Analytics Methodology .....	3 credits
ADJ581: Special Topics (with permission of Graduate Program Director) .....	3 credits

## Course Descriptions

### ADJ500: Research Methods

Students explore various research techniques and then apply that knowledge to an analysis of existing research and to designing and implementing their own research projects. The course includes preparation of appropriate research questions, a literature review, qualitative and quantitative approaches, research designs, threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. A basic overview of the application of research methods to program evaluation is provided. Ethical issues are explored in some depth. Note: This course must be taken in the first year of graduate studies. *Available online.*

### ADJ505: Constitutional Issues

Students undertake an in-depth study of decisions by the U.S. Supreme Court and other appellate courts that affect rights of criminal suspects from the time of investigation to trial. This class will follow landmark and current cases of the Supreme Court and other appellate courts as the courts struggle with the effects of technology and global terror. Available online.

### ADJ506: Theories of Justice

This course examines the nature of justice through careful reading of selected texts

in the classical and modern traditions. The importance of justice to the administration of law is emphasized.

#### **ADJ514: Law and Human Behavior**

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

#### **ADJ518: Public Policy in the Global Environment**

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

#### **ADJ519: U.S. Intelligence**

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

#### **ADJ521: Management Issues in the Justice System**

Students examine issues facing justice practitioners and leaders from a management perspective, with an emphasis on structure, policies, discipline, budgetary problems, public relations, and civil liberties in an increasingly technological global environment. *Available online.*

#### **ADJ524: Homeland Security: The National Incident Management System**

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

#### **ADJ530: Cyberthreat Analysis**

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

#### **ADJ531: Cyberthreat Management**

This course explores the relatively new discipline of cyberthreat management. This course will introduce students to the threat landscape and help them to understand the methodology used to mitigate threats to personnel and their agencies. Students will learn about some of the tools and resources currently used by technicians so that they will gain a better understanding of how investigations may be more successful in a constitutionally ethical process. Students will understand the necessity of cyberdisruption planning with a goal of redundancy and resiliency. Economics will inevitably force managers to regionalize services



and facilitate an interoperable solution. Students will develop this knowledge from a basic understanding of risk management and control, along with a study of legal and compliance topics. The field of forensics will be explored including a demonstration of how a forensic analysis is performed, and how to manage the process of a technical investigation.

### **ADJ532: Cyberterrorism**

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

### **ADJ533: Drug Recognition for Homeland Security Partners**

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

### **ADJ535: Budget Realities and Grant Opportunities**

The challenge to "do more with less" is being felt across all the sectors of our nation, for profit businesses, nonprofits, and government, alike. Guided by their organization's mission, successful leaders possess the skills necessary to confront budgetary constraints through innovative solutions and partnerships. One such approach involves a paradigm shift and engaging the philanthropic community. The question is not, "How can they help you achieve your mission?" but rather, "How can you help them achieve theirs?"

Students with little or no grant-writing experience will be introduced to the process of utilizing an agency's budget as a foundation for planning, researching, selecting, collaborating, creating fundable ideas and developing the essential components and budget for an effective grant proposal. The role of philanthropy, along with a brief historical perspective, will be explored, particularly as it relates to the grant-makers in American society. The course will place emphasis upon practical application to the student's place of employment or area of interest, whenever possible. Students will gain specific knowledge to assist them in maneuvering through the myriad of funding opportunities, and develop the ability to research, identify and distinguish between various types of funding sources.

### **ADJ536: Cultural Competency**

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

cultural competencies through examples of quantified, qualified, and theoretical research and the application of this knowledge to everyday life.

**ADJ555: Challenges to Counterterrorism**

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

**ADJ565: Analytics Methodologies**

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

**ADJ575: Comparative Justice Systems**

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

**ADJ576: High Technology Crime**

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

**ADJ 580: Global and Social Issues in Justice**

The concept of this course is to serve as a capstone class that will incorporate information pertaining to all other core classes. This class is a culmination of the required curriculum and will challenge students to not only understand how the various courses relate with one another, but also to conduct original research concerning contemporary issues and trends. This capstone class must be taken as one of the last two courses in the degree program.

**ADJ581: Special Topics**

This course provides an opportunity to explore current topics not covered in regularly offered courses. Evolving technologies and contemporary trends in justice and homeland security law and practice may create opportunities to present the most timely and important topics to students. All students may individualize their program of study to access special topics classes with collaboration and permission from the program director. Recent topics have included: The Philosophy of Police, Strategic Planning for Law Enforcement Executives, Community Policing, Organized Crime, White Collar Crime, Contemporary Issues in Undercover Operations, Police Use of Force, and Advanced Community Policing.

**ADJ590: Thesis (6 credits)**

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

**ADJ591: Independent Study (1-3 credits)**

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

**ADJ598: Internship (3 credits)**

The internship is an individual work experience or project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of the internship varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 120 hours (40 hours/credit) of on-the-job experience occurring within a semester. This course may be repeated for a total of six credits. *(See guidelines and appropriate forms located on the registrar's website).*

# Master of Business Administration Master of Science in Management

## Concentrations and Certificates in Graduate Studies (CGS)

*Classes are offered at our Newport campus, our Warwick site and online.*

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

## About the Programs

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

## On Campus, Online or On-site

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

## Joint Bachelor's/Master's Degree Program

Salve Regina University offers an accelerated program of study that leads to both a bachelor's and a master's degree within five years. This program is designed for the University's highly motivated, academically talented and qualified undergraduate students with a recommended grade point average of 3.30 or higher. Current undergraduates must complete the application process by February 15 of the junior year. Undergraduate students considered for the five-year program are conditionally accepted into the M.B.A. or M.S. program and can take up to four graduate courses (12 credits) their senior year.

Of these 12 credits, six are applied to the undergraduate degree. Final M.B.A. or M.S. program acceptance is contingent upon successful completion of the undergraduate degree and successful completion of any graduate courses in the senior year.

## Master of Business Administration

### Program Requirements

Following completion of an approved program of 12 courses (36 credits) and all degree requirements, the Master of Business Administration degree is conferred.

### Prerequisite Courses

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

- 6 credits in Accounting
- 6 credits in Economics
- Quantitative Analysis, and Calculus or Statistics (6 credits)

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

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

### Curriculum

Students must successfully complete 12 courses totaling 36 credits to earn the M.B.A. degree. All M.B.A. students must complete the following core curriculum of nine courses (27 credits):

Core Curriculum (Nine courses/27 credits)

MGT501: Management and Organizational Theory .....	(3 credits)
MGT503: Business Law .....	(3 credits)
MGT510: Operations Management .....	(3 credits)
MGT518: Managerial Economics.....	(3 credits)
MGT538: Global Business.....	(3 credits)
MGT540: Social and Ethical Issues: A Global Perspective.....	(3 credits)
MGT561: Financial Management.....	(3 credits)
MGT562: Managerial Accounting.....	(3 credits)
MGT575: Strategic Management and Business Policy .....	(3 credits)
(Capstone course to be taken as one of last two courses)	

Students must also complete three elective courses (9 credits) by combining selections from any of Salve Regina University's graduate course offerings in business studies (MGT), administration of justice and homeland security (ADJ), international relations (INR), holistic studies (HLC or HLL), health care administration and management (HCA) or rehabilitation studies (RHB). Prerequisites as indicated in the course descriptions are required unless specifically waived by the program director. *Not all elective courses are available online.*

Examples of management electives follow:

Management Electives

MGT509: Human Resources Management .....	(3 credits)
MGT525: Social Entrepreneurship and Social Enterprise.....	(3 credits)
MGT530: Marketing Management .....	(3 credits)

MGT534: Global Quality Management: ISO9001.....	(3 credits)
MGT536: Global Environmental Management: ISO14001.....	(3 credits)
MGT550: Non-Profit Management.....	(3 credits)
MGT554: Business Foresight and Futuring.....	(3 credits)
MGT555: Organizational Development.....	(3 credits)
MGT560: Labor Relations.....	(3 credits)
MGT567: Creative Problem-Solving.....	(3 credits)
MGT581: Special Topics.....	(3 credits)
MGT598: Internship.....	(3 credits)

## Master of Business Administration with a Departmental Concentration

Students wishing to complete an M.B.A. with a departmental concentration must complete the core curriculum and three electives. The three electives may be selected from any of Salve Regina's graduate course offerings in any one area of study including administration of justice and homeland security (ADJ), humanities (HUM), international relations (INR), health care administration and management (HCA), holistic studies (HLC or HLL) or rehabilitation studies (RHB). Prerequisites as indicated in the course descriptions are required unless specifically waived by the program director. The title of the departmental concentration will appear on the transcript. Departmental concentrations require approval of the graduate program director. *Not all elective courses are available online.*

## Master of Business Administration with an Individualized Concentration

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

Unique programs of concentration require the permission of both the graduate program director and the department chair, and may include international business, non-profit management, and more. *Not all elective courses are available online.*

## Master of Science in Management

### Program Requirements

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

### Prerequisite Courses

There are no prerequisite courses necessary to enter the master's program in management.

### Curriculum

Students must successfully complete 12 courses totaling 36 credits to earn the M.S. degree. All M.S. students must complete the core curriculum of six courses (18 credits) as follows:

Core Curriculum (Six courses/18 credits)

MGT500: Research Methods.....	(3 credits)
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MGT501: Management and Organizational Theory .....	(3 credits)
MGT503: Business Law .....	(3 credits)
MGT509: Human Resources Management .....	(3 credits)
MGT540: Social and Ethical Issues: A Global Perspective .....	(3 credits)
MGT575: Strategic Management and Business Policy .....	(3 credits)
(Capstone course to be taken as one of last two courses)	

Students must also complete six elective courses (18 credits) by combining selections from any of Salve Regina University's graduate course offerings in business administration and management (MGT), administration of justice and homeland security (ADJ), international relations (INR), holistic studies (HLC or HLL), health care administration and management (HCA) or rehabilitation studies (RHB). Prerequisites as indicated in the course descriptions are required unless specifically waived by the program director. Not all elective courses are available online. Examples of management electives follow:

#### Management Electives

MGT510: Operations Management .....	(3 credits)
MGT518: Managerial Economics .....	(3 credits)
MGT525: Social Entrepreneurship and Social Enterprise .....	(3 credits)
MGT530: Marketing Management .....	(3 credits)
MGT534: Global Quality Management: ISO9001 .....	(3 credits)
MGT536: Global Environmental Management: ISO14001 .....	(3 credits)
MGT538: Global Business .....	(3 credits)
MGT550: Non-Profit Management .....	(3 credits)
MGT554: Business Foresight and Futuring .....	(3 credits)
MGT555: Organizational Development .....	(3 credits)
MGT560: Labor Relations .....	(3 credits)
MGT561: Financial Management .....	(3 credits)
MGT562: Managerial Accounting .....	(3 credits)
MGT567: Creative Problem-Solving .....	(3 credits)
MGT581: Special Topics and/or Seminar Abroad .....	(3 credits)
MGT598: Internship .....	(3 credits)

## Master of Science in Management: Concentration in Law Enforcement Leadership

### Program Requirements

Following completion of an approved program of 12 courses (36 credits) and all degree requirements, the Master of Science in Management with a concentration in law enforcement leadership degree is conferred.

### Prerequisite Courses

There are no prerequisite courses necessary to enter the Master of Science in Management with a concentration in law enforcement leadership program.

### Curriculum

Students must successfully complete 12 courses totaling 36 credits to earn the M.S. degree. All Master of Science: Concentration in Law Enforcement Leadership students must complete the core curriculum of 10 courses (30 credits) as follows:

#### Core Curriculum (10 courses/30 credits)

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



ADJ505: Constitutional Issues .....	(3 credits)
MG509: Human Resources Management .....	(3 credits)
MG540: Social and Ethical Issues: A Global Perspective .....	(3 credits)
MG575: Strategic Management and Business Policy .....	(3 credits)
ADJ518: Public Policy in the Global Environment .....	(3 credits)
ADJ521: Management Issues in the Justice System .....	(3 credits)
ADJ575: Comparative Justice Systems .....	(3 credits)
ADJ576: High Technology Crime .....	(3 credits)

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

Electives (Two courses/6 Credits)

INR552: Terrorism and Transnational Crime .....	(3 credits)
MG518: Managerial Economics .....	(3 credits)
MG530: Marketing Management .....	(3 credits)
MG538: Global Business .....	(3 credits)
MG560: Labor Relations .....	(3 credits)
MG567: Creative Problem-Solving .....	(3 credits)
MG581: Special Topics .....	(3 credits)

## Master of Science in Management with a Departmental Concentration

Students wishing to complete a Master of Science in Management with a departmental concentration must complete the core curriculum and six electives; three of the electives may be selected from any of Salve Regina's graduate course offerings and three must be from any one area of study including administration of justice and homeland security (ADJ), humanities (HUM), international relations (INR), health care administration and management (HCA), holistic studies (HLC or HLL) or rehabilitation studies (RHB). Prerequisites as indicated in the course descriptions are required unless specifically waived by the director. The title of the departmental concentration will appear on the transcript. Departmental concentrations require approval of the graduate program director. *Not all elective courses are available online.*

## Master of Science in Management with an Individualized Concentration

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

## Certificate of Graduate Studies Programs

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



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

## Certificate of Graduate Studies in Management

(Four courses/12 credits)

MGT501: Management and Organizational Theory .....(3 credits)

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

In addition students must take two 500 level MGT courses.

## Certificate of Graduate Studies in Human Resources

**Management** (Four courses/12 credits)

MGT509: Human Resources Management .....(3 credits)

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

MGT560: Labor Relations.....(3 credits)

MGT581: Special Topics.....(3 credits)

## Certificate of Graduate Studies in Organizational

**Development** (Four courses/12 credits)

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

MGT501: Management and Organizational Theory .....(3 credits)

MGT534: Global Quality Management: ISO9001.....(3 credits)

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

MGT555: Organizational Development .....(3 credits)

MGT581: Special Topics.....(3 credits)

## Certificate of Graduate Studies in Business Studies:

**Individualized Concentration** (Four courses/12 credits)

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

## Certificate of Graduate Studies in Holistic Leadership and

**Management** (Four courses/12 credits)

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

HLL519: Introduction to Holistic Leadership Perspectives .....(3 credits)

HLL520: Leading Holistically .....(3 credits)

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

MGT501: Management and Organizational Theory .....(3 credits)

MGT509: Human Resources Management .....(3 credits)

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

MGT555: Organizational Development .....(3 credits)

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

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

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

**HLL519:** Introduction to Holistic Leadership Perspectives .....(3 credits)

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

**HLC516:** Psychology of Group Process .....(3 credits)

**HLC505:** Laboratory in Interpersonal Communication Skills .....(3 credits)

**HLL520:** Leading Holistically .....(3 credits)

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

**MGT567:** Creative Problem Solving.....(3 credits)

**MGT534:** Global Quality Management.....(3 credits)

**MGT555:** Organizational Development .....(3 credits)

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

### Course Descriptions

#### **MGT500: Research Methods**

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

#### **MGT501: Management and Organizational Theory**

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

#### **MGT503: Business Law**

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

#### **MGT509: Human Resources Management**

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

**MGT510: Operations Management**

This course introduces tools and techniques necessary to assure effective and efficient operations in both service and manufacturing settings. Managerial decision making, forecasting, queuing and inventory control are enhanced by use of techniques such as total quality management (TQM), statistical process control (SPC), supply-chain management, and quantitative evaluation of capacity, location, layout and resource planning. *Prerequisite: Quantitative Analysis, Calculus and/or Statistics or equivalent or permission of the instructor. Available online.*

**MGT518: Managerial Economics**

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

**MGT525: Social Entrepreneurship and Social Enterprise**

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

**MGT530: Marketing Management**

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

**MGT534: Global Quality Management: ISO9001**

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

**MGT536: Global Environmental Management: ISO14001**

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

**MGT538: Global Business**

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

**MGT540: Social and Ethical Issues: A Global Perspective**

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

**MGT550: Non-Profit Management**

This course will explore the unique issues of the not-for-profit organization. Some of the major topics will include: strategic planning; board development; volunteer recruitment and management; financial management including fundraising, grant writing and budgeting; and raising public awareness of the organization's mission and goals.

**MGT554: Business Foresight and Futuring**

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

**MGT555: Organizational Development**

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

**MGT560: Labor Relations**

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

**MGT561: Financial Management**

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

**MGT562: Managerial Accounting**

Students explore and analyze real world issues in financial planning and analysis with emphasis on preparation of business plans and financial forecasts. Students use

accounting software to record, summarize, report and analyze financial information. *Prerequisite: six credits of Accounting or equivalent or permission of instructor. Available online.*

### **MGT567: Creative Problem-Solving**

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

### **MGT575: Strategic Management and Business Policy**

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

### **MGT581: Special Topics**

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

### **MGT591: Independent Study**

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

### **MGT598: Internship**

Individual work experience or project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of the internship varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 120 hours for three credits of on-the job experience occurring within a semester. *(see guidelines and appropriate forms located on the University website, registrar's link).*

# Health Care Administration and Management

## Master of Science in Health Care Administration and Management

## Certificate of Graduate Studies in Health Care Administration and Management

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

*Classes are offered in Newport, our Warwick site and online*

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

### About the Program

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

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

## Joint Bachelor's/Master's Degree Program

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

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

### Master Program Requirements

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

A three-credit internship of 120 hours may be taken in a variety of administrative settings, such as hospitals, homecare facilities, mental health facilities, long-term care facilities, regulatory agencies, third-party payers, proprietary and nonproprietary systems, state and national associations. Students learn about and appreciate administrative intricacies while applying knowledge and talents developed during coursework. Internships are pursued in fields where students are likely to direct their future activities or where they may develop expertise in supplementary areas for policy or consulting. Students discuss possibilities with the graduate program director, assess their suitability to career plans, and develop specific proposals for placement. An additional elective course may be substituted for the internship if the graduate program director determines the student already possesses sufficient administrative experience.

### Curriculum

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

## Master of Science in Health Care Administration and Management

### Core Curriculum

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

HCA500: Research Methods

HCA501: Introduction to Health Care

HCA505: Health Care Marketing

HCA509: Human Resources Management

HCA519: Health Care Finance

HCA525: Ethics for Health Professionals

HCA528: Health Policy

HCA533: Health Law



**HCA543:** Public Health Administration

**HCA547:** Application of Health Care Management Theory

**HCA570:** Internship in Health Care Administration and Management

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

Possible Electives (One course/3 credits)

**HLC516:** Psychology of Group Processes

**HLC505:** Laboratory in Interpersonal Communication Skills

**HCA540:** Health Care and the Older Citizen

**HCA581:** Special Topics in Health Care Administration and Management

**HCA591:** Independent Study

**MGT501:** Management and Organizational Theory

**MGT555:** Organizational Development

**MGT560:** Labor Relations

**MGT561:** Financial Management

**MGT567:** Creative Problem-Solving

## **Certificate of Graduate Studies Health Care Administration and Management**

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

### **Curriculum**

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

### **Course Descriptions**

#### **HCA500: Research Methods**

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

#### **HCA501: Introduction to Health Care**

This course will explore the historical development, current state and possible future trends of health care financing and delivery in the U.S.. Course components include a general overview of the size and scope of the health care system; issues related to the underlying need for health care, different modalities for financing and reimbursement and will conclude with evaluation and policy issues. *Available online.*



**HCA505: Health Care Marketing**

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

**HCA509: Human Resources Management**

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

**HCA519: Health Care Finance**

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

**HCA525: Ethics for Health Professionals**

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

**HCA528: Health Policy**

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

**HCA533: Health Law**

Students examine the law relating to health care administration. Course topics include: the physician-patient relationship, professional liability, credentialing, medical records and disclosure of information, HIPAA regulations, consent to treatment, hospital liability, and the institution-physician relationship. Recent

legislation regarding issues in health care administration is also discussed. *Available online.*

**HCA540: Health Care and the Older Citizen**

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

**HCA543: Public Health Administration**

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

**HCA547: Application of Health Care Management Theory**

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

**HCA570: Internship and Seminar in Health Care Administration and Management (3 credits)**

The internship is an individual work experience or project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of the internship varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 120 hours of on-the-job experience occurring within a semester.

**HCA581: Special Topics in Health Care Administration and Management**

Special topics courses with health care administration and management content are offered on a periodic basis.

**HCA591: Independent Study**

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

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

## Holistic Graduate Programs

Master of Arts in Holistic Counseling

Master of Arts in Holistic Leadership

The Expressive and Creative Arts Program

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

*Classes are offered at our Newport campus, our Warwick site and online.*

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

**Expressive Arts Program Coordinator:** Christopher Carbone  
christopher.carbone@salve.edu  
(401) 341-3122

As licensing requirements change, program requirements may be updated.

### About the Programs

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

Based on the program vision of a five-level helix model, we integrate the following perspectives into program philosophy and course curriculum: personal development skills, one-to-one counseling and helping skills; small system skills; large system skills; and global system skills. Holistic counselors in training and holistic leadership specialists in training are presented with the idea that personal and system wholeness depends upon connectedness with the human community and with the natural world that supports it. They are taught that many of today's mental, physical, and social challenges stem from a lack of integration resulting in persons and systems dissociated from themselves, the community, and the environment. In recognition of our interconnectedness, courses address approaches through the body, the cognitive emotional and the spirit. Emphasis is on wellness, with symptoms seen as calls to self-realization and system wholeness.

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

Joint Bachelor's/Master's Degree Program

The holistic counseling and holistic leadership programs offer an early entry option to the graduate program. However, because the Master of Arts in Holistic Counseling consists of 48 credits including a two semester internship, an additional two years are required to complete the master's degree after receiving the baccalaureate. However, the M.A. in Holistic Leadership follows the traditional five-year program requirements. The early entry program is designed for the University's highly motivated, academically talented and qualified undergraduate students with a 3.30 or better cumulative grade point average and who have demonstrated interpersonal skills required for the profession. Current undergraduates must complete the application process by February 15 of their junior year. Part of the admissions requirements of the program is an interview with the members of the holistic graduate programs faculty. Upon acceptance, enrollment begins on a conditional basis in the senior year. Students who have been accepted will meet with the members of the holistic graduate programs faculty who will mentor them and help to plan their course sequence. Students must take HLC505: Laboratory in Interpersonal Communication Skills during the first semester of their senior year. Upon completion of the first two graduate courses in their senior year, they will again meet with members of the holistic graduate programs faculty to determine their suitability for continuing in the program. Undergraduate students considered for the accelerated program are conditionally accepted into one of the two holistic programs and must take four graduate courses during their senior year. Of the four courses, six credits are applied to the undergraduate degree. Final M.A. program acceptance is contingent upon successful completion of the undergraduate degree and the four graduate courses in the senior year.

Master of Arts in Holistic Counseling

Program Requirements

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

Curriculum

Core Curriculum (14 courses/42 Credits)

- HLC504: Introduction to the Foundations of Counseling and Leadership: Theory from a Holistic Perspective ..... (3 credits)
- HLC505: Laboratory in Interpersonal Communication Skills..... (3 credits)
- HLC507: Toward Synthesis: The Body/Mind Connection..... (3 credits)

HLC508: Developmental Issues in Counseling .....	(3 credits)
HLC509: Toward Synthesis: Mind/Emotions: Theories of Counseling .....	(3 credits)
HLC512: Evaluation.....	(3 credits)
HLC513: Systems Theory and Family Therapy .....	(3 credits)
HLC515: Assessment and Treatment Planning .....	(3 credits)
HLC516: The Psychology of Group Process .....	(3 credits)
HLC530: Practicum in Counseling: Part I.....	(3 credits)
<i>Practicum is taken the year or summer before Internship.</i>	
HLC531: Practicum in Counseling: Part II .....	(3 credits)
<i>Practicum is taken the year or summer before Internship.</i>	
HLC540: Toward Synthesis: Psychological Health, the Search for Meaning, and the Wisdom Traditions.....	(3 credits)
HLC570: Internship and Seminar I .....	(3 credits)
HLC571: Internship and Seminar II .....	(3 credits)

#### Electives (6 credits)

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

HLC575: Healing .....	(2 credits)
HLC579: Grief Counseling .....	(2 credits)
HLC581: Special Topics* .....	(1 or 3 credits)
HLC582: Introduction to the Expressive and Creative Arts as Transformation. ....	(3 credits)
HLC583: Practical Applications of the Holistic Counseling Degree.....	(1 credit)
HLC584: Movement, Creativity and Consciousness .....	(2 credits)
HLC585: Crisis Intervention.....	(2 credits)
HLL519: Introduction to Holistic Leadership Perspectives.....	(3 credits)
HLC587: Counseling for Women.....	(3 credits)
HLC588: Working with Young People.....	(3 credits)

\*HLC581: Special Topics are offered periodically throughout the year. Subjects include:  
 Introduction to Expressive Sound ..... (1 credit) || Body and Personal Myth: A Jungian Perspective ..... | (3 credits) |
| Substance Abuse and Treatment..... | (3 credits) |
| Clinical Language Skills ..... | (1 credit) |

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

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

The Certificate of Advanced Graduate Studies in Mental Health is a 60-credit Master of Arts in Holistic Counseling and Certificate of Advanced Graduate Studies in Mental Health with a concentration in holistic counseling, which offers advanced course work toward the 60 credits needed to sit for the licensure exam as a mental health counselor. These requirements are modeled on a national standard for mental

health counseling licensure. In order to sit for the licensure exam, the student must take an additional 12 credits beyond the 48-credit master's degree. Six of these credits are earned through an advanced internship seminar and an additional 1,000-hour internship. Two other courses, HLC600: Career Counseling and HLC601: Cross Cultural Issues in Counseling, complete the 12-credit certificate requirement. Upon graduation, the Rhode Island Board of Mental Health Counselors and Marriage and Family Therapists requires a candidate for licensure to complete two years (2,000 hours) of relevant counseling experience in the workplace, and to receive 100 hours of clinical supervision by a supervisor approved by the Rhode Island Board, before being eligible to sit for the state licensing examination. Incoming holistic counseling students who plan to pursue the advanced certificate are advised to matriculate into the master's program in the customary manner. Application for the certificate can be submitted at the time of an interview with the graduate program director during the first month of a candidate's final master's semester.

**Curriculum**

Core Curriculum (18 courses/54 Credits)

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

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

- HLC504: Introduction to the Foundations of Counseling and Leadership Theory from a Holistic Perspective ..... (3 credits)
- HLC507: Toward Synthesis: The Body/Mind Connection..... (3 credits)
- HLC540: Toward Synthesis: Psychological Health and the Search for Meaning, and the Wisdom Traditions ..... (3 credits)

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

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

- HLC509: Toward Synthesis: Mind/Emotions: Theories of Counseling ..... (3 credits)
- HLC513: Systems Theory and Family Therapy .....(3 credits)
- HLC515: Assessment and Treatment Planning ..... (3 credits)
- HLC516: The Psychology of Group Process ..... (3 credits)

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

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

well as racial, cultural, and gender-based stereotypes.

**HLC505:** Laboratory in Interpersonal Communication Skills..... (3 credits)

**HLC508:** Developmental Issues in Counseling ..... (3 credits)

**HLC600:** Career Counseling..... (3 credits)

**HLC601:** Cross-Cultural Issues in Counseling..... (3 credits)

#### **Area IV: Evaluation (3 credits)**

A counseling degree with a holistic concentration requires review of studies across many disciplines. The ability to read research intelligently and to examine it critically is crucially important. One of the following two courses is required; students are strongly recommended to take this course early in their program of studies.

**HLC500:** Research Methods..... (3 credits)

**HLC512:** Evaluation..... (3 credits)

#### **Area V: Counseling Practicums (6 credits)**

Practical elements are included in most courses as part of the philosophy that emphasizes personal involvement and learning by doing. This segment of the program places particular emphasis on acquiring one-to-one counseling skills. Under close supervision, via role plays and experiential activities, these courses assist in the integration and application of knowledge and skills, in preparation for the culmination of the student's training. Practicum courses also give extensive consideration to ethical and legal issues related to the counseling profession.

**HLC530:** Practicum in Counseling I..... (3 credits)

**HLC531:** Practicum in Counseling II..... (3 credits)

#### **Area VI: Internship (12 credits)**

Internship is the culmination of the counselor training program toward which all previous course work has been directed. Pre-master's internship consists of HLC570 and HLC571, combining a 10-hour weekly field placement with a weekly seminar. Advanced internship consists of a 1,000-hour field placement during which students receive extensive supervised counseling experience in a variety of clinical settings. During the advanced internship, students attend required weekly two-hour seminars (HLC608 and HLC609) to review their work and explore transference, counter-transference and ethical issues as they arise.

**HLC570:** Internship and Seminar I..... (3 credits)

**HLC571:** Internship and Seminar II ..... (3 credits)

**HLC608:** Advanced Internship Seminar I..... (3 credits)

**HLC609:** Advanced Internship Seminar II..... (3 credits)

#### **Area VII: Electives (6 credits)**

Required courses comprise 54 of the 60 credits required for this Certificate of Advanced Graduate Study. A candidate may choose from the following courses to complete the program. Additional courses that meet program requirements may be offered. (*See page 61 for additional elective offerings.*)

**HLC579:** Grief Counseling.....(2 credits)

**HLC582:** Introduction to the Expressive and Creative Arts as Transformation. (3 credits)

**HLC584:** Movement, Creativity and Consciousness.....(2 credits)

**HLC585:** Crisis Intervention.....(2 credits)

**HLL519:** Introduction to Holistic Leadership Perspectives..... (3 credits)

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



Master of Arts in Holistic Counseling with an Individualized Concentration:

Students may propose an individualized course of study aimed at meeting personal and academic goals. Working with the graduate program director, students may design a unique program of study by selecting and justifying three related elective courses from among those offered in other Salve Regina University graduate programs. Note: Students who intend to fulfill academic requirements for mental health licensure must first complete those course requirements before adding the additional electives of the individualized concentration.

Master of Arts in Holistic Leadership

Program Requirements

Holistic leadership is an integrative field of study. Students learn skills that are important to lead individuals, groups, and large organized systems in a time of change and transformation. By combining holistic approaches, interpersonal communication skills, organizational learning, and systems thinking, students learn to lead within their own personal and professional spheres. Students also learn to see personal, group, and larger systems through multiple lenses and to apply critical thinking, inquiring, and reflective analysis to leadership. Students are introduced to both western and nonwestern leadership principles and models and also to the art of leading system change and transformation. The holistic leadership program differs from many traditional graduate leadership programs in its emphasis upon the body/mind/spirit or the whole person and/or whole system approach to leading.

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

Curriculum

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

Core Curriculum (10 courses/30 credits):

HLC504: Introduction to the Foundations of Counseling and Leadership	
Theory from a Holistic Perspective .....	(3 credits)
HLC505: Laboratory in Interpersonal Communication Skills.....	(3 credits)
HLC507: Toward Synthesis: The Body/Mind Connection.....	(3 credits)
HLL519: Introduction to Holistic Leadership Perspectives.....	(3 credits)
HLL520: Leading Holistically.....	(3 credits)
HLL522: Creative Intervention Skills Part I.....	(3 credits)
HLL523: Creative Intervention Skills Part II .....	(3 credits)
HLL527: Leading System Change and Transformation.....	(3 credits)
HLC540: Toward Synthesis: Psychological Health, the Search for	
Meaning, and the Wisdom Traditions .....	(3 credits)

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

<b>HLC508:</b> Developmental Issues in Counseling .....	(3 credits)
<b>HLC513:</b> Systems Theory and Family Therapy .....	(3 credits)
<b>HLC516:</b> The Psychology of Group Process .....	(3 credits)
<b>HLC512:</b> Evaluation.....	(3 credits)

or

**HLC500:** Research Methods may be taken in place of HLC512..... (3 credits)

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

Holistic Leadership Electives (two courses/6 credits)

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

<b>HLC508:</b> Developmental Issues in Counseling .....	(3 credits)
<b>HLC512:</b> Evaluation.....	(3 credits)
<b>HLC513:</b> Systems Theory and Family Therapy .....	(3 credits)
<b>HLC516:</b> The Psychology of Group Process .....	(3 credits)
<b>HLC530:</b> Practicum in Counseling: Part I.....	(3 credits)
<b>HLC500:</b> Research Methods may be taken in place of HLC 512.....	(3 credits)

or

**HLC575:** Healing .....

**HLC579:** Grief Counseling.....

**HLC581:** Special Topics are offered periodically throughout the year .....(1-3 credits)

**HLC582:** Introduction to the Expressive and Creative Arts as Transformation. (3 credits)

**HLC584:** Movement, Creativity and Consciousness..... (2 credits)

**HLC600:** Career Counseling..... (3 credits)

**HLC601:** Cross Cultural Issues in Counseling..... (3 credits)

Electives may be substituted with appropriate courses with permission of program director – if appropriate and applicable to a student's personal and professional goals.

Holistic leadership students may select elective courses individually to reflect personal, career, and professional goals. In some instances, electives may be substituted with appropriate courses from other disciplines, such as administration of justice and homeland security (ADJ); business studies (MGT); health care administration and management (HCA); holistic counseling (HLC); humanities (HUM); international relations (INR); or rehabilitation counseling (RHB) with permission of the program director. Prerequisites as indicated in the course descriptions are required unless specifically waived by the director. Required courses are offered at least once per academic year. Most electives are offered annually, some every other year. Course substitutions may, upon request, be approved by the program director.

## Master of Arts in Holistic Leadership with an Individualized Concentration

Students may propose an individualized course of study aimed at meeting personal and academic goals. Working with the graduate program director, students may design a unique program of study by selecting and justifying three related elective courses from among those offered in other Salve Regina University graduate programs such as administration of justice and homeland security (ADJ); business studies (MGT); health care administration and management (HCA); holistic counseling (HLC); humanities (HUM); international relations (INR); or rehabilitation counseling (RHB). Unique programs of concentration require the permission of the graduate program director.

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

## Program Requirements

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

## Prerequisite Courses

HLL519 Introduction to Holistic Leadership Perspectives ..... (3 credits)  
May be taken concomitantly or after HLL520

## Curriculum (four courses/12 credits)

HLL520: Leading Holistically..... (3 credits)  
HLL522: Creative Intervention Skills I ..... (3 credits)  
HLL523: Creative Intervention Skills II ..... (3 credits)  
HLL527: Leading System Change and Transformation..... (3 credits)  
Course substitutions may, upon request, be approved by the program director.

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

## Program Requirements

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

HLC504: Introduction to the Foundations of Counseling and Leadership  
Theory from a Holistic Perspective ..... (3 credits)  
HLL519: Introduction to Holistic Leadership Perspectives..... (3 credits)  
*May be taken concomitantly or after HLL520.*

Upon review of an applicant's personal goals, prior experience, and current learning needs, accepted students may petition to substitute HLC504 with the following course (when offered):

HLL581: Special Topic: Overview of Holistic Leadership Principles and Practice ..(1 credit)  
Specific Special Topic course will need to have permission granted by program director.

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

## Curriculum (four courses/12 credits)

HLL520: Leading Holistically..... (3 credits)  
HLL522: Creative Intervention Skills I ..... (3 credits)  
HLL523: Creative Intervention Skills II ..... (3 credits)  
HLL527: Leading System Change and Transformation..... (3 credits)  
Course substitutions may, upon request, be approved by the program director.

# Holistic Leadership Institute

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

Acceptance into the program is competitive and requires a formal application, which includes a one-page letter of intent stating how the applicant wishes to utilize the training professionally, along with an explanation of the individual's qualifications to do so, and a professional resume. Accepted applicants may enroll in the Holistic Leadership Institute as a professional development experience and, upon successfully completing the weekend, will receive a certificate of completion and continuing education units. Additionally, students may earn one credit of graduate work by completing the assigned work outlined on the course syllabus.

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

A 15-credit addendum in the expressive and creative arts can be added to the 48-credit Master of Arts in Holistic Counseling, or to the 36-credit Master of Arts in Holistic Leadership, resulting in a 63-credit Master of Arts and Certificate of Advanced Graduate Studies in Holistic Counseling or a 51-credit Master of Arts and Certificate of Advanced Graduate Studies In Holistic Leadership with a concentration in the professional applications of expressive and creative arts. This program provides students with an opportunity to specialize in the intermodal uses of the expressive and creative arts in counseling, education, the arts, medical care-giving, the corporate environment, or any human service profession. This concentration is designed for students who wish to work professionally with individuals and groups to foster personal growth, transformation, and creative development. To register for any expressive and creative arts elective course requires permission of the program coordinator, since they are all prerequisites for the CAGS/CGS program in the expressive and creative arts.

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

### **Prerequisites**

The prerequisites for the certificate may be fulfilled by either taking the following three courses: HLC581: Introduction to Expressive Sound; HLC582: Introduction to the Expressive and Creative Arts as Transformation and HLC584: Movement, Creativity, and Consciousness or by completing the three-weekend non-credit educational training program in the professional applications of the expressive and creative arts offered by the University's Expressive Arts Institute. To register for any expressive and creative arts elective course requires permission of the program coordinator, since they are all prerequisites for the CAGS/CGS program in the expressive and creative arts.

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

## Admissions Criteria

Students must apply for admission into this CAGS program through the expressive and creative arts program coordinator. Acceptance into the Expressive Arts Institute and the CAGS programs is competitive and based on a minimum 3.0 (B) cumulative grade point average on the graduate transcript, whether the degree is completed or partially completed. Those students who take the for-credit courses (HLC581; HLC582; HLC584) as their prerequisite for the certificate program rather than the non-credit Expressive Arts Institute must have at least a 3.30 (B+) grade point average in each prerequisite expressive arts course.

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

## Curriculum

Core Curriculum (19 courses/57 Credits)

HLC504: Introduction to the Foundations of Counseling Theory from a Holistic Perspective.....	(3 credits)
HLC505: Laboratory in Interpersonal Communication Skills.....	(3 credits)
HLC507: Toward Synthesis: The Body/Mind Connection.....	(3 credits)
HLC508: Developmental Issues in Counseling .....	(3 credits)
HLC509: Toward Synthesis: Mind/Emotions: Theories of Counseling .....	(3 credits)
HLC512: Evaluation.....	(3 credits)
HLC513: Systems Theory and Family Therapy .....	(3 credits)
HLC515: Assessment and Treatment Planning .....	(3 credits)
HLC530: Practicum in Counseling: Part I.....	(3 credits)
Practicum is taken the year or summer before Internship	
HLC531: Practicum in Counseling: Part II.....	(3 credits)
Practicum is taken the year or summer before Internship.	
HLC516: The Psychology of Group Process.....	(3 credits)
HLC540: Toward Synthesis: Psychological Health, the Search for Meaning, and the Wisdom Traditions.....	(3 credits)
HLC570: Internship and Seminar I .....	(3 credits)
HLC571: Internship and Seminar II .....	(3 credits)
HLC604: Self Discovery through the Expressive and Creative Arts.....	(3 credits)
HLC610: Expressive Theater Arts and Movement: a Multi-Model Approach to Creativity and transformation .....	(3 credits)
HLC611: Group Applications of the Expressive and Creative Arts .....	(3 credits)
HLC613: Expressive Writing for Personal Growth and Transformation.....	(3 credits)
HLC615: Utilizing Expressive Sound/ and Music for Creativity and Healing.....	(3 credits)

Electives (6 credits)

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

HLC575: Healing.....	(2 credits)
HLC579: Grief Counseling.....	(2 credits)
HLC581: Special Topics* .....	(1 or 3 credits)
HLC582: Introduction to the Expressive and Creative Arts as Transformation..	(3 credits)

HLC584: Movement, Creativity and Consciousness: An Introduction .....	(2 credits)
HLC585: Crisis Intervention.....	(2 credits)
HLC587: Counseling for Women.....	(3 credits)
HLC588: Working with Young People.....	(3 credits)
HLL519: Introduction to Holistic Leadership Perspectives.....	(3 credits)
HLC/HLL581: Special Topics are offered periodically throughout the year.	

Introduction to Expressive Sound ..... (1 credit)

Overview of Holistic Leadership Principles and Practice ..... (1 credit)

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

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

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

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

### Prerequisites

The prerequisites for the certificate program may be fulfilled by taking either the following three courses: HLC581: Introduction to Expressive Sound; HLC582: Introduction to the Expressive and Creative Arts and Transformation; and HLC584: Movement, Creativity, and Consciousness or by completing the three-weekend non-credit educational training program in the professional applications of the expressive and creative arts offered by the Expressive Arts Institute. To register for any expressive and creative arts elective course requires permission of the program coordinator, since they are all prerequisites for the CAGS/CGS program in the expressive and creative arts.

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

### Admissions Criteria

Students must apply for admission into this CGS program through the Office of Graduate Studies and Continuing Education. Acceptance is competitive and based on a minimum 3.0 (B) cumulative grade point average on the graduate or undergraduate transcript and a minimum 3.30 (B+) grade point average in each



prerequisite expressive arts course as it is completed. Students who have successfully completed the Expressive Arts Institute non-credit program in lieu of the three prerequisite courses must have a satisfactory recommendation from each of the expressive arts faculty in that program. Students must also have the ability to fulfill the requirements of the program according to accepted standards of the profession as deemed essential by the expressive arts faculty.

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

**Curriculum**

(Five Courses/15 Credits)

- HLC604: Self Discovery through the Expressive and Creative Arts..... (3 credits)
- HLC610: Expressive Theater Arts and Movement: a Multi-Modal Approach  
to Creativity and Transformation ..... (3 credits)
- HLC611: Group Applications of the Expressive and Creative Arts ..... (3 credits)
- HLC613: Expressive Writing for Personal Growth and Transformation..... (3 credits)
- HLC615: Utilizing Expressive Sound and Music for Creativity and Healing...(3 credits)

**The Expressive Arts Institute**

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

The program will focus on using a multi-modal approach to the expressive and creative arts concentrating specifically on an integration of the visual arts with movement, sound and expressive writing. Class lectures and discussions on the applications of the expressive and creative arts and research supporting its efficacy will be combined with hands-on experiential exercises. The ability to participate in the experiential portion of this work is an essential aspect of the program. Upon successfully completing all three weekends of the program, students will receive a certificate of completion as an expressive arts educational facilitator. Continuing education units will be available for those students who wish to receive them.

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

Along with the minimum requirement of a bachelor's degree, students must also have the ability to fulfill the requirements of the program according to accepted standards of the profession as deemed essential by the expressive arts faculty. To earn the certificate of completion a student must attend all three weekend sessions consecutively, attend all classes from start to finish, actively participate in and contribute to all aspects

of the program, and complete all outside work assignments to the satisfaction of the faculty. Class times for all three weekends run from 1 p.m. to 5:30 p.m. on Fridays; 9 a.m. to 5:30 p.m. on Saturdays; and 9 a.m. to 4 p.m. on Sundays.

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

## **Certificate of Graduate Studies in Holistic Studies (CGS)**

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

### **Program requirements**

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

#### **Curriculum**

Required:

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

Electives(Three courses/9 credits required)

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

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

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

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

**HLL519:** Introduction to Holistic Leadership Perspectives..... (3 credits)

**HLL520:** Leading Holistically..... (3 credits)

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

**MGT501:** Management and Organizational Theory..... (3 credits)

**MGT509:** Human Resource Management..... (3 credits)

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

**MGT555:** Organizational Development..... (3 credits)

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



# Certificate of Graduate Studies in Holistic Leadership and Change Management

(four courses/12 credits required)

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

**HLL519:** Introduction to Holistic Leadership Perspectives..... (3 credits)

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

**HLC505:** Laboratory in Interpersonal Communication Skills..... (3 credits)

**HLC516:** Psychology of Group Process..... (3 credits)

**HLL520:** Leading Holistically..... (3 credits)

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

**MGT567:** Creative Problem-Solving..... (3 credits)

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

**MGT555:** Organizational Development..... (3 credits)

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

## Course Descriptions

### **HLC500: Research Methods**

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

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

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

### **HLC505: Laboratory in Interpersonal Communication Skills**

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

**HLC507: Toward Synthesis: The Body/Mind Connection**

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

**HLC508: Developmental Issues in Counseling**

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

**HLC509: Toward Synthesis: Mind/Emotions: Theories of Counseling**

This course begins with an explanation of the theoretical underpinnings of current principal psychotherapeutic approaches. It surveys the theories of Freud, Jung and Adler, extending to behaviorism, person-centered therapy, existential therapy, transactional analysis, rational emotive, Gestalt, reality and cognitive behavioral therapies. *Prerequisites: HLC504; HLC505; HLC507.*

**HLC512: Evaluation**

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

**HLC513: Systems Theory and Family Therapy**

The course traces the history of systems theory as it evolved within several disciplines and how it is applied to the treatment of couples and families. Students will explore the multiple theories that frame the foundation for practice with families including general systems theory, derived from physics, linguistics, biology, and other disciplines. Students focus on family culture, family structure and process, the family life cycle, and the relationship between the family and its environment. Issues of ethnicity, gender, socioeconomic status, and varying family forms are discussed.

**HLC515: Assessment and Treatment Planning**

This course familiarizes students with the assessment process, how to interview and use assessment tools in conjunction with the DSM-IV TR to arrive at a diagnosis and treatment plan and compares standard assessment techniques and process-oriented interviewing. This course is designed to provide an introduction to the principles, concepts, methods, and applications of assessing human experience for counseling purposes. Topics include: the history and philosophy behind measurement and assessment in counseling; psychometric concepts; common assessment formats for

measuring constructs such as personality and behavior; clinical decision-making, diagnostic assessment, clinical interviewing, and treatment planning; holistic considerations within assessment. *Prerequisites:* HLC504; HLC505; HLC507 or HLC509.

### **HLC516: The Psychology of Group Process**

The study of small groups is multi-faceted and cuts across many social science disciplines. This course will provide a framework through which to view group development as it applies to the helping professions. The course will provide practical experiences in group process, group interventions, and group facilitation. Students will learn to identify different group types, establish group norms, understand the evolution of a typical group, and become familiar with ethical issues and standards of practice in group work. Students will practice leading a group under supervision in the classroom. *Prerequisites:* HLC504; HLC505; HLC507; HLC509 and/or HLL519.

### **HLL519: Introduction to Holistic Leadership Perspectives**

Emerging leaders with different skill sets are needed everywhere at all levels: personal, professional, local, national, cross-national and global and planetary. Students will be introduced to perspectives of holistic leadership at individual, group, and large system levels. They will learn to identify and apply these perspectives, become familiar with a pluralistic conceptual framework that can be applied to most organized settings including: personal, family, small group, private, not-for-profit, profit, education, health, military, community, national and/or global systems. Emphasis in this course will be upon individual personal and interpersonal mastery and the way in which our mental models, assumptions, beliefs and thinking patterns affect effective leadership action. HLL519 is an introductory required course in the holistic leadership program. It is a stand-alone elective for students in holistic counseling and in other University graduate programs.

### **HLL520: Leading Holistically**

New leaders are urgently needed in all aspects of our collective lives—personally, locally, and globally. Leading holistically looks at leadership as an integrative and interdisciplinary field of study. Specifically the course reviews how body/mind/spirit integration plays a part in our leadership effectiveness, and how presence, consciousness and mindfulness affects our leading abilities and informs effective action. It views leadership through a combined examination of western-based theoretical models and non-western based multicultural principles and approaches. Students will apply theories and approaches to the five-level holistic program model, discover personal leadership abilities, develop cultural competencies and integrate learning within their own areas of interest. HLL520 and HLC519 are introductory holistic leadership courses.

### **HLL522: Creative Intervention Skills: Part I**

An essential part of leadership and leading is the ability to observe how people in a given system interact on a moment-by-moment basis to accomplish or defeat the achievement of their shared objectives. Using a model of transparent intervention and feedback, students learn how to intervene and build on the strengths inherent in a system. By creating a supportive and non-judgmental context, students model ways to creatively address non-functional aspects as well. This course is a requirement in the holistic leadership program and a stand-alone elective in the holistic counseling program. *Permission of program director is required for HLL522.*

*HLL522 and HLL523 must be taken together in the same semester.*

**HLL523: Creative Intervention Skills: Part II**

In this course, under supervision, students have the opportunity to apply the creative intervention skills learned in HLL522, HLL22 and HLL523, are held in an intensive format to provide the opportunity for students in holistic leadership as well as holistic counseling to experience observing and supporting individuals and systems through the intervention and feedback model. The course is a requirement in the holistic leadership program and a stand-alone elective in the holistic counseling program.

*Prerequisite: HLL522. Permission of program director is required for HLL523.*

*HLL522 and HLL523 must be taken together in the same semester.*

**HLL527: Leading System Change and Transformation**

Leading change is a constant challenge in an era of continuous flux. Visionary, trans-disciplinary thinking is needed to facilitate human and planetary change and to enhance interdependent cooperative action. This course, considered a capstone in the holistic leadership program, refines and deepens the material introduced throughout the program. HLL527 analyzes change leadership, system-age thinking, transformation dynamics, and strategies for collaborative change interventions. It will provide specific theoretical frameworks to help organize thinking, explore assumptions, and augment practice. Students will learn: a daily practice in systems thinking; leadership strategies for change; practice change interventions, and develop and implement a collaborative change project. *Prerequisites: HLC504, HLL519, HLL520, HLL522, HLL523 or with permission of program director.*

**HLC530: Practicum in Counseling I**

Practicum I provides students with an overview to professional orientation and ethical considerations and also the opportunity to practice basic counseling skills. Using triads of counselor, client and observer, students role play under supervision, discovering how to define issues, clarify goals, and mobilize energy and resources to achieve goals. Students practice evaluating progress, and conceptualize level of resistance/degree of commitment toward resolving a problem. They learn how to identify transference and countertransference, as they manifest in the therapeutic relationship. Basic ethical problems (competence, confidentiality, duty to warn, dual relationships) are also considered. Practicum I must be taken before the internship. *Prerequisites: HLC504; HLC505; HLC507; HLC 509; HLC515.*

**HLC531: Practicum in Counseling II**

In Practicum II students continue to develop the counseling skills they learned in Practicum I. A combination of in-class and video demonstrations of experienced counselors at work and students role-playing under the guidance and supervision of the instructor aims to deepen their knowledge, competence and confidence in their ability to function as effective counselors. Increasing attention is paid to the student's own self-awareness and emotional responses. Professional ethical issues along with relevant readings continue to be explored and discussed. Practicum II must be taken before the internship. *Prerequisites: HLC504; HLC505; HLC507; HLC509; HLC515; HLC530.*

**HLC540: Toward Synthesis: Psychological Health, the Search for Meaning, and the Wisdom Traditions**

The purpose of this course is to provide the student with an understanding of the theoretical underpinnings of human meaning, often understood as spiritual quest. This course is predicated on research that indicates there is a direct correlation between both physical and mental health, and one's sense of personal meaning

and connectedness to a larger purpose commonly called spiritual meaning. In order to understand various cultural backgrounds, students survey several of the main wisdom traditions of the world, discovering commonalities and differences, and ways to respectfully support and follow clients in their own quest for meaning and purpose in life. It is recommended that this course be taken in the final semester of the masters program for students in all holistic graduate programs.

### **HLC570: Internship and Seminar I**

Student interns practice in placements approved by the internship coordinator. There they begin to develop and apply their cumulative holistic counseling skills and abilities to guide others in clinical settings. The two-semester supervised experience totals 150 hours per semester and is complemented by a weekly two-hour on-campus seminar. Students are required to obtain professional liability insurance coverage. *Prerequisites: HLC530 and HLC531.*

### **HLC571: Internship and Seminar II**

*Continuation of HLC570. Prerequisites: HLC530 and HLC531.*

### **HLC575: Healing**

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

### **HLC579: Grief Counseling**

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

### **HLC581: Special Topics**

Special topics courses are offered periodically. Subjects may include:

#### **HLC581: Introduction to Expressive Sound**

This course serves as an introduction to the uses of expressive sound as a creative and transformative force for individuals and groups. Through experiential exercises and discussion, the course will explore how expressive sound can be utilized to help release tensions, express emotions, and calm the nervous system. The in-class experiences will draw upon various sound-based modalities, including vocal toning, deep listening, and breathing practice. *This course is one of the three prerequisite foundation courses for the CAGS/CGS in the professional application of the expressive and creative arts along with HLC582 and HLC 84.*

#### **HLC581: Body and Personal Myth: A Jungian Perspective**

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

#### **HLC581: Substance Abuse and Treatment**

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

**HLL581: Special Topics**

Special topics courses are offered periodically. Subjects include:

**Overview of Holistic Leadership Principles and Practice**

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

**HLC582: Introduction to the Expressive and Creative Arts as Transformation**

This course explores the use of the expressive and creative arts as a therapeutic and educational tool for transformation, self-discovery, physical healing, and the evolution of consciousness. Using the body-mind's inner language of imagery, students will learn how to access, release and transform nonverbal sensate impressions of feelings and emotions through a variety of arts processes, including drawing, image-making and collage. As students experience the energetic shifts that occur in the body-mind when imagery is used to express inner states of awareness, they will begin to understand how thoughts, feelings and emotions can affect the body/mind/spirit. Through hands-on exercises, students will begin to recognize the difference between verbal and imagistic expression, and how that recognition can help resolve conflicts between thoughts and feelings that can impact body function and emotional response. The primary focus of this course will be to teach students how to utilize the transformative process with others in psychotherapy, education, medical caregiving, the arts, and the corporate environment. *This course is one of the three prerequisite foundation courses for the CAGS/CGS in the expressive and creative arts, along with HLC581 and HLC584. Permission of the program coordinator or course Instructor is required to register.*

**HLC584: Movement, Creativity and Consciousness: An Introduction**

This two-credit course will introduce a variety of experiences to help students to develop a clearer understanding of the body/mind/spirit connection; to increase awareness of the creative, psychological and spiritual potential as revealed through the body; and to begin to develop an understanding of each student's unique tools and responsiveness through movement. Movement as an expression of and path toward increased consciousness will be explored. Students will also explore ways of working with others in education, psychotherapy, and mindfulness as they work to access experiences, often not accessible through words, which can then be processed and integrated for a more expressive and fully embodied life. *This course is one of the three prerequisite foundation courses for the CAGS/CGS program in the professional applications of the expressive and creative arts, along with HLC581 and HLC582.*

**HLC585: Crisis Intervention**

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

**HLC587: Counseling for Women**

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

**HLC 588: Working with Young People**

This course provides an opportunity to cultivate therapeutic skills in assessment and treatment of children utilizing the theories of holistic counseling to increase joy and playfulness in working with children. This class will be taught with active participation in practicing the techniques.

**HLC600: Career Counseling**

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

**HLC601: Cross-Cultural Issues in Counseling**

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

**HLC604: Self Discovery through the Expressive and Creative Arts**

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

**HLC608/609: Advanced Internship Seminars**

Advanced Internship Seminar is a two-hour per week seminar over two semesters conducted in conjunction with the 1,000-hour advanced internship for students pursuing the Certificate of Advanced Graduate Studies in Mental Health with a holistic concentration. Students work in a variety of clinical settings off campus to



gain experience with a range of mental/emotional problems. There they conduct one-to-one therapy with on-site supervision as well as work with groups and families as the situation permits. The seminars focus on overseeing the students' work at their placements, to help them deal with relational and countertransference issues, and to provide support as they seek to integrate their personal and professional growth.

#### **HLC610: Expressive Theater Arts and Movement: a Multi-Modal Approach to Creativity and Transformation**

In this course, students have an opportunity to do hands-on experiential work in the expressive and creative arts as applied to a variety of professions including counseling, medical caregiving, education and the corporate environment. The emphasis will be on the modalities of expressive movement and theater arts, with the integration of visual arts and writing interwoven as part of the multi-modal approach. A key premise of this course is that the embodied practices of movement and theater arts provide a vital avenue of expression for the inner self. In addition, the multi-modal process will create opportunities to reflect upon the ways that one mode of expression informs another, so the inter-play of modalities will be an additional area of learning. *This course is required for the CAGS/CGS in the professional applications of the expressive and creative arts. Any student who would like to register for this course prior to acceptance into the CAGS/CGS expressive and creative arts program would need specific permission of the program coordinator.*

#### **HLC611: Group Applications of the Expressive and Creative Arts**

This course will explore central concepts and approaches to using the expressive and creative arts with groups. Participants will have the opportunity to learn about the application of group experiences with the expressive and creative arts in various settings, and will consider applications for a variety of group and community levels. Students will learn how to design and implement a group program with appropriate uses of various arts modalities, including movement, sound, writing and the visual arts. In a specific area of professional interest, students will develop a proposal for a group program demonstrating the benefits to a specific group or community. *This is designed to be one of the final required courses in the CAGS/CGS program and it is advised to have completed at least several other courses in the Expressive and Creative Arts. To register for any expressive and creative arts CAGS/CGS course requires permission of the Program Coordinator.*

#### **HLC613: Expressive Writing – for Personal Growth and Transformation**

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

This course is offered in a blended format. It opens with an intensive weekend of experiential learning, followed by a guided independent study module, then returns to the group classroom experience for the closing weekend. *This course is required for the CAGS/CGS in the professional applications of the expressive*



*and creative arts. Any student who would like to register for this course prior to acceptance into the CAGS/CGS expressive and creative arts program would need specific permission of the program coordinator.*

### **HLC615: Utilizing Expressive Sound/Music and Theater Arts – for Creativity and Healing**

This expressive arts course will deepen one's understanding of the realms of expressive sound, music and rhythm as a means of personal growth, community-building and healing. The specific focal points for the course will include: vocal explorations and toning, elements of music for self-discovery and community-building, creativity and music, and recreational music making. We will also incorporate the practice of deep listening and mindfulness as a touchstone for the explorations. The course combines theory with practical exercises that demonstrate how to integrate them into programs for healing and education, as utilized in a variety of settings. *This course is required for the CAGS/CGS in the professional applications of the expressive and creative arts. Any student who would like to register for this course prior to acceptance into the CAGS/CGS expressive and creative arts program would need specific permission of the program coordinator.*

# Humanities

## Master of Arts in Humanities

*Classes are offered at our Newport campus and online.*

## Doctor of Philosophy in Humanities

*Classes are offered at our Newport campus.*

**Director:** Michael Budd, Ph.D.  
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### About the Master's Program

The Master of Arts offers the humanities as a dynamic tradition of questions and methods grounded in the study of history, language and literature, the arts, ethics, philosophy, and religion. Students develop the knowledge, skills and perspective required to analyze and critically consider the human condition and its dilemmas. Broadly conceived, the humanities are presented as an evolving field that includes the public humanities and the digital humanities. Interdisciplinary electives allow students to integrate humanities study with work in the social sciences and cultural studies. Students develop an individual focus that complements their undergraduate background, work experience and life goals. Designing their own plan of study through their choice of electives, individuals may choose to strengthen the focus of their interdisciplinary work by writing an optional thesis, completing an internship, or practicum field experience rather than the general humanities degree.

Students may choose to pursue specific specialized concentrations that are theme- or problem-focused (humanitarian assistance, public humanities, religion, peace and justice). All graduates pursue in-depth study in their chosen humanities area and acquire advanced skills in research and writing, creative synthesis and problem-solving. Graduates benefit from the insights and perspectives they develop as they expand their knowledge in humanities subject areas and build practical skills applicable in fields such as education, public policy, social work, business and the arts. The Master of Arts may be pursued as a path to the humanities Ph.D. or combined with other programs for a dual degree.

### Program Requirements

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

## Curriculum

Required Core Courses (Six Courses/18 credits)

HUM500: Research Methods .....	(3 credits)
HUM501: Social and Ethical Issues: A Global Perspective .....	(3 credits)
HUM503: Global and Comparative Literature I .....	(3 credits)
HUM504: Global and Comparative Literature II .....	(3 credits)
HUM505: Global Traditions and Area Studies I .....	(3 credits)
HUM506: Global Traditions and Area Studies II .....	(3 credits)

Interdisciplinary Elective Courses (six courses/18 credits)

Students select courses from the following list:

HUM510: A History of Technology .....	(3 credits)
INR511: Philosophical Foundations of Politics .....	(3 credits)
INR512: Justice and Order in International Relations .....	(3 credits)
INR516: Identity, Harmony and Conflict .....	(3 credits)
HLC540: Toward Synthesis: Psychological Health, the Search for Meaning, and the Wisdom Traditions .....	(3 credits)
HLC516: The Psychology of Group Process .....	(3 credits)
RHB505: Foundations for Rehabilitation Counseling: History, Principles, Laws and Ethics .....	(3 credits)
RHB523: Cultural and Psychological Aspects of Disability .....	(3 credits)
HUM545: Research Colloquium .....	(3 credits)
HUM581: Special Topics .....	(1-3 credits)
HUM590: M.A. Thesis .....	(6 credits)
HUM591: Independent Study (art, history, English, philosophy, religious studies, psychology or politics) .....	(3 credits)
HUM598: Internship/Practicum Field Experience .....	(3-6 credits)

## Optional Specialized Concentrations

In addition to the 18 core curriculum credits students complete the 12 elective credits listed under their chosen concentration as well as a six-credit thesis, or internship/practicum field experience.

## Humanitarian Assistance

HUM510: A History of Technology .....	(3 credits)
HCA543: Public Health Administration .....	(3 credits)
INR562: International Organizations and Law .....	(3 credits)
INR572: Complex Humanitarian Emergencies .....	(3 credits)

## Public Humanities

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

## Religion, Peace and Justice

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

## About the Ph.D. Program

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

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

Each area presents a different web of possible relationships linking a range of theoretical issues, debates and practical problems with relevant modes of inquiry from the humanities and social sciences. Students use the program area of inquiry to leverage prior knowledge and study, work and life experience in developing their own individualized foundation that leads to problem-focused and integrated interdisciplinary research and a distinguished doctoral dissertation.

## Descriptions of Program Areas of Inquiry

### **Technology, Science, and Society**

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

### **Culture, Language and Memory**

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

**Global Ethics and Human Security**

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

**Community, Self and Social Transformation**

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

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

**Doctor of Philosophy in the Humanities**

**Program Requirements**

Upon completion of an approved program of 39 credits, the required language proficiency, subject field and comprehensive examinations, and continuous enrollment in HUM681-698 (three credits each fall and spring until the dissertation is successfully defended) candidates are awarded the Doctor of Philosophy degree in humanities. Depending on each student's background, additional preparation in the broader humanities or course work in specific subject fields may be required. HUM510, HUM600, HUM618, HUM598 or HUM645 (Research Colloquium) and HUM635 (the Capstone course) are prerequisite courses. In addition to the 15 core credits, students complete an additional 24-credit doctoral concentration requirement. All students are required to demonstrate a translation proficiency in a language other than English. Students who do not pass the first testing may request another opportunity to attempt the exam. Failure on the third testing will result in dismissal from the doctoral program. Students are strongly encouraged to demonstrate language proficiency in the first or second year of the program. The second-language proficiency exam must be passed prior to registration for the sixth course of the program. Students whose first language is not English are exempt from the translation exam requirement but must develop advanced proficiency in English demonstrated through written humanities coursework, as well as acceptable performance in any required English language prerequisites and on TOEFL and/or IELTS tests.

**Humanities Curriculum**

Required Doctoral Core courses (15 credits)

HUM510: A History of Technology.....	(3 credits)
HUM600: Humanities Problems and Perspectives .....	(3 credits)
HUM618: Humanities Theory, Method and the Disciplines .....	(3 credits)
HUM645: Research Colloquium .....	(1-3 credits)

HUM635: Culture, Society and the Global Condition .....(3 credits)

### **Humanities Elective Courses** (24 credits)

HUM500: Research Methods .....(3 credits)

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

HUM503: Global and Comparative Literature I.....(3 credits)

HUM504: Global and Comparative Literature II.....(3 credits)

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

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

HUM605: Philosophical Perspectives on the Digital Age .....(3 credits)

HUM610: Religion, Culture and Technology.....(3 credits)

HUM617: Political Philosophy and Technology.....(3 credits)

HUM620: Social Transformation through Art.....(3 credits)

HUM625: Ethics and Modern Technology.....(3 credits)

HUM630: Modern Literature and the Human Condition.....(3 credits)

### **Interdisciplinary Elective Courses**

*(See interdisciplinary courses under the humanities' Master of Arts curriculum)*

### **Program Phases**

Students progress through three phases:

- Proficiency phase ending with the concentration paper and language translation examination
- Qualifying phase leading to doctoral candidacy
- Dissertation phase culminating in an oral defense of the completed thesis

### **Proficiency Phase** (Five courses/15 credits)

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

The topic of the concentration paper is determined by the student's area of inquiry. The format and scope of the paper is set by a faculty advisor in consultation with the student. The paper is written during any fall or spring semester of the proficiency phase following successful completion of HUM600. The research and writing of the paper may form part of the work for a core/elective course taken during the semester in which it is completed (with the approval of the course instructor and program director). The paper is considered part of the student's preparation for the subject-fields examination, which is taken during the qualifying phase. Students finish the proficiency phase by successfully completing the traditional language translation examination or an approved alternative in which they demonstrate a provisional language competency determined by the nature of their intended research with a clear rubric for assessment and evaluation beyond the proficiency phase.

### **Qualifying Phase** (Eight courses/24 credits)

Students fulfill the first step in the qualifying phase by taking the major fields examination. The examination may be taken in any fall or spring semester after the proficiency phase has been completed. The subject fields or disciplines for the exam are developed from the area of inquiry and concentration paper topic. The student begins by developing a preliminary reading list in the subject fields. The reading list is then approved and supplemented by the examining faculty in those fields. The

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

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

### **The Comprehensive Examination**

Students qualify for doctoral candidacy after successfully passing the comprehensive examination. The exam follows satisfactory fulfillment of any prerequisites, demonstration of proficiency in language translation and in the program area of inquiry, any required special subject preparation, and completion of 39 core/elective credits. In the comprehensive exam students are expected to demonstrate an advanced understanding of the humanities and the program area of inquiry. This written examination is based on core/elective courses and may include special subject area questions for individual students. The exam requires students to demonstrate excellence in summary analysis, explanation, citation, integration and critical evaluation. All doctoral examinations are graded according to the following guide:

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

Students will pass a set of exams if:

- All exam paper grades are Low Pass or better.
- One grade is Not Passing and one of the other grades is Pass or better.

Students will fail a set of exams if:

- Two grades or half of the exam papers are Not Passing.
- One grade is Not Passing with the remaining exam papers achieving a Low Pass.

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

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

Following successful completion of the comprehensive examination, students advance to doctoral candidacy and enter the third program phase. Students are automatically enrolled in Dissertation Research, HUM681-698 each fall and spring until all degree requirements are completed. Each semester's work is graded pass or fail (P/F). Students remain enrolled in dissertation research and pay the doctoral fee each semester until the dissertation is officially accepted by the University. Before beginning, research students publicly present a fully developed dissertation proposal, which must be



presented and approved during the first academic year of the dissertation phase. When the dissertation proposal is accepted, students proceed to research and write a scholarly dissertation under the guidance of the dissertation committee (the mentor and two readers).

### **Dissertation Proposals**

Dissertation research proposals are completed and scheduled for public presentation in the fall or spring semester of the first academic year of the dissertation phase. The proposal is approved by the faculty mentor, two readers, and the graduate program director. Topics and approaches must contain original contributions to knowledge within the scope of the humanities and the student's area of inquiry. To be approved, the proposal must provide convincing evidence that the dissertation will make an important contribution to the existing literature, the methodology will yield a legitimate interpretation of the problem considered or test of the thesis/hypothesis, and that the relevant literature is well understood.

As the dissertation is being written, students undergo ongoing review of the work. After the dissertation is completed, students engage in a public oral defense of the work. The degree is awarded upon the dissertation committee's positive recommendation. Following final revisions, dissertations are formally presented to the University for acceptance and in partial fulfillment of the Ph.D. in the humanities. Doctoral students are expected to complete their dissertation at Salve Regina within seven years of passing the comprehensive examination. For rare and compelling reasons, a request for a one-semester extension may be presented in writing to the graduate program director, who will make the final decision regarding the extension request.

### **Independent Research Fellows Ph.D. Program (IRFC)**

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

## **Course Descriptions**

### **HUM500: Research Methods**

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

### **HUM501: Social and Ethical Issues: A Global Perspective**

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



as armed conflict, overpopulation, global degradation, and education and literacy. This course will encourage students to seek solutions to improve the world in which we live.

**HUM503: Global and Comparative Literature I**

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

**HUM504: Global and Comparative Literature II**

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

**HUM505: Global Traditions and Area Studies I**

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

**HUM506: Global Traditions and Area Studies II**

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

**HUM510: A History of Technology**

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

**HUM545: Research Colloquium**

Research colloquium may be taken for 1-3 credits to fulfill the doctoral research requirement.

**HUM581: Special Topics**

Students explore topics of special interest in the humanities.

**HUM590: M.A. Thesis**

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

**HUM591: Independent Study**

A focused study on a subject outside the graduate catalog, an independent study provides opportunity for original and in-depth research on a specific topic or regional issue of the candidate's interest and professional focus. It is an important part of the

curriculum and should be used to supplement existing coursework. A student selects a topic of research from a single field of learning or one which is interdisciplinary and prepares a research paper to be submitted at the end of the semester (recommended minimum of 20 pages). The quality of the research paper should be appropriate to graduate level research. A list of preliminary readings and/or assignments and a means of assessment/evaluation are clearly defined in advance of the study. *Prerequisite: A minimum GPA of 3.2 is required (see guidelines and appropriate forms located on the registrar's website).*

#### **HUM598: Internship**

This internship is comprised of individual work experience or a project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of the internship varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 120 hours (40/credit) of on-the-job experience occurring within a semester. The number of hours may be reduced if the internship involves significantly more writing as required by the faculty (*see guidelines and appropriate forms located on the University website, registrar's link*).

#### **HUM600: Humanities Problems and Perspectives**

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

#### **HUM605: Philosophical Perspectives on the Digital Age**

This course provides opportunities for students to investigate technology in historical context as the organization and institutionalization of knowledge for practical purposes. Students examine the effects of technology on the traditional human wisdom that has served as a stabilizing force throughout history. *Prerequisites: HUM510 and HUM600 or permission of the graduate program director.*

#### **HUM610: Religion, Culture and Technology**

This course examines the interaction between religion, culture, the human person and the earth, using both general theories of religion and particular traditions. Among the latter, primary but not exclusive emphasis is given to contemporary Roman Catholic and Protestant views, with significant attention also given to American Indian perspectives. Areas explored include interpretations of technology, science, work, social justice, spirituality, morality, evil and death. *Prerequisites: HUM510 and HUM600 or permission of the graduate program director.*

#### **HUM617: Political Philosophy and Technology**

This course examines the role that technology plays in creating political systems that are just and fair. After looking at the origins of the Western liberal tradition in the political philosophy of Plato and Aristotle, we then trace a line of thinking through Locke, Jefferson, and Kant. We close with readings from the contemporary political philosopher John Rawls. Our final objective is to determine the effects particular technological advances have had on the evolution of Western political liberalism and

on the adaptability of modern liberal democracy to the developing world. *Prerequisites: HUM510 and HUM600 or permission of the graduate program director.*

#### **HUM618: Humanities Theory, Method and the Disciplines**

This course surveys research methods and theoretical frameworks in the humanities. Students review basic critical and empirical research methods, pure vs. applied research, and quantitative vs. qualitative approaches. Models that combine scholarly perspectives are emphasized, as well as major debates concerning the uses of evidence, theory and method within and across disciplines. Case studies focus on humanities approaches and questions as they intersect with the dilemmas of technological society. *Prerequisites: HUM510 and HUM600 or permission of the graduate program director.*

#### **HUM620: Social Transformation through Art**

Students examine social change as reflected in, and caused by, the imagery of art. The course critiques important connections among art, technology and philosophical ideas expressed during periods of significant technological progress. *Prerequisites: HUM510 and HUM600 or permission of the graduate program director.*

#### **HUM625: Ethics and Modern Technology**

Guided by the key principles of traditional western ethics – human dignity, justice, freedom, goodness, the common good and truth telling – this course considers how modern technology affects the human experience. Selected moral questions arising from the use of science-based and capital-driven technology are examined, e.g., the search for a more comprehensive ethic than the cost-benefit calculations of popular utilitarianism. *Prerequisites: HUM510 and HUM600 or permission of the graduate program director.*

#### **HUM630: Modern Literature and the Human Condition**

This course is based on imaginative works that reflect conflicting moral and technological dilemmas of contemporary life. Classes focus on a range of major authors whose fiction, drama and poetry illumine the human situation in the 21st century. *Prerequisites: HUM510 and HUM600 or permission of the graduate program director.*

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

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

#### **HUM645: Research Colloquium**

Research colloquium may be taken for 1-3 credits to fulfill the doctoral research requirement.

#### **HUM681-698: Dissertation Research and Writing**

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

# International Relations

## Master of Arts in International Relations Concentrations and Certificates of Graduate Study (CGS)

Classes are offered at our Newport campus and online.

**Director:** Symeon Giannakos, Ph.D.  
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### About the Program

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

The program prepares graduates to be constructively critical of their immediate and broader political environment, whether in their place of work (government, education, the private sector, the media, or non-governmental organizations) or simply as citizens of both their country and the world. The program's objective is to reinforce the vision of its graduates to regard fellow human beings not only as representatives of national and social compartments, but also as overlapping circles in a world community. In practical terms, this translates into global solidarity and the elimination of injustice everywhere. Graduates are able to produce creative and pragmatic solutions to problems and dilemmas confronting our world.

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

**Joint Bachelor's/Master's Degree Program**

Salve Regina University offers an accelerated program of study that leads to both a bachelor's and a master's degree within five years. This program is designed for the University's highly motivated, academically talented and qualified undergraduate students with a grade point average of 3.3 or higher. Current undergraduates must complete the application process by February 15 of the junior year. Although many students enter this program with a major in politics, anthropology and sociology or economics, a student from any undergraduate major may apply for admission. Upon acceptance, enrollment begins in the senior year. Candidates may take up to 12 credit hours of graduate work in the senior year (six of which may be applied toward the bachelor's degree). They complete the remaining 24 credit hours in the fifth year of study.

**Master of Arts in International Relations**

**Program Requirements**

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

**Curriculum**

(Twelve courses/36 credits)

Core Curriculum (Six courses/18 credits)

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

Electives (Six courses/18 credits)

Students choose six courses from the following list:

INR500: Research Methods .....	(3 credits)
INR522: Integration and Globalization Politics .....	(3 credits)
INR534: Environmental Justice.....	(3 credits)
INR542: Dispute and Conflict Resolution.....	(3 credits)
INR552: Terrorism and Transnational Crime .....	(3 credits)
INR562: International Organizations and Law .....	(3 credits)
INR571: International Human Rights.....	(3 credits)
INR572: Complex Humanitarian Emergencies: Prevention and Responses ...	(3 credits)
INR586: Politics of the Middle East .....	(3 credits)
INR590: Thesis .....	(6 credits)
INR591: Independent Study .....	(3 credits)
INR592: Topical and Regional Issues in International Relations.....	(3 credits)
INR593: Topical and Regional Issues in Comparative Politics .....	(3 credits)
INR598: Internship.....	(3 credits)

## Certificate of Graduate Studies in International Relations

(Four courses/12 credits)

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

### Concentrations

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

### Course Descriptions

#### INR500: Research Methods

Students explore various research techniques and then apply that knowledge to an analysis of existing research and to designing and implementing their own research projects. The course includes preparation of appropriate research questions, a literature review, qualitative and quantitative approaches, research designs, threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. A basic overview of the application of research methods to program evaluation is provided. Ethical issues are explored in some depth. *(Offered on campus and online in the fall and spring and online in the summer.)*

#### INR511: Philosophical Foundations of Politics

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

#### INR512: Justice and Order in International Relations

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

**INR513: Comparative Political Development**

This course analyzes and compares different roads to establishing political order, taking into consideration the specific circumstances prevailing in different parts of the world. In the context of the concept of justice, the course relates the establishment and maintenance of political order to economic development, and by extension, the way economic development relates to the maintenance of political order. *(Offered on campus in the spring and online July-August.)*

**INR516: Identity, Harmony, and Conflict**

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

**INR522: Integration and Globalization Politics**

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

**INR531: Just and Unjust Wars**

This course examines the concept of the just war theory from the point of view of different religions in regards to the declaration and conduct of conventional war. It also examines the ethical implications of contemplating nuclear, biological or chemical warfare. *(Offered on campus in the spring and online September-October.)*

**INR533: International Political Economy**

This course examines topics such as competing theoretical explanations of economic growth and development, the role of states and other actors in alleviating or exacerbating poverty, and how the international distribution of political power affects the allocation and consumption of resources. *(Offered on campus in the spring and online October-December.)*

**INR534: Environmental Justice**

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

**INR542: Dispute and Conflict Resolution**

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

**INR552: Terrorism and Transnational Crime**

This course examines the sources, activities and legal implications of international terrorism and globalized crime. It analyzes strategies and processes of responding and combating criminal networks and activities across borders and evaluates the



impact such strategies and processes have on human and civil rights. (*Offered on campus in the fall and online March-May.*)

#### **INR562: International Organizations and Law**

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

#### **INR571: International Human Rights**

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

#### **INR572: Complex Humanitarian Emergencies: Prevention and Responses**

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

#### **INR586: Politics of the Middle East**

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

#### **INR590: Thesis**

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

#### **INR591: Independent Study/Research**

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



or assignments and a means of assessment/evaluation are clearly defined in advance of the study. *Prerequisite: A minimum GPA of 3.2 is required (see guidelines and appropriate forms located on registrar's website).*

**INR592: Topical and Regional Issues in International Relations**

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

**INR593: Topical and Regional Issues in Comparative Politics**

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

**INR598: Internship**

The internship is an individual work experience or project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of the internship varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 120 hours for three credits of on-the-job experience occurring within a semester. *(See guidelines and appropriate forms located on University's website, Registrar's link).*

# Rehabilitation Counseling

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

Classes are offered at our Newport campus, our Warwick site and online.

**Director:** Dimity Peter, Ph.D.  
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Nationally accredited by the Council on Rehabilitation Education (CORE).

### About the Program

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

The master's degree in rehabilitation counseling is a 48-credit program designed to prepare professional counselors to assist people with disabilities to achieve work, independent living and inclusion in society. The rehabilitation counselor is educated as a professional counselor to understand disability issues, to appreciate the need for a holistic approach to assessment, to be experts on work and independent living, to recognize the importance of building rehabilitation and educational plans on the capacity to function rather than on the limitations in performance, and to utilize the total life system of the person to achieve defined goals. The rehabilitation counselor is prepared to work in a variety of settings, particularly in those agencies, businesses and organizations that are interested in disability issues. Settings for work include state rehabilitation agencies, hospitals, psychiatric rehabilitation centers and clubs, substance abuse programs, human resource offices, wellness programs, schools, universities, colleges, community agencies, mental health clinics, criminal justice agencies, independent living centers, nursing homes, group homes, insurance companies, private business, corporations, employee assistance programs, and private practice. The intent of the program is to prepare the graduate, after appropriate supervised experience, to be eligible to sit for the national examination in rehabilitation counseling, and with successful completion of the examination to become nationally certified as a rehabilitation counselor (CRC). Students interested in state licensing as a counselor have the option to continue graduate studies with 12 additional credits (60 credits total).

### **Program Requirements**

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

### **On campus, Online or On-site**

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

### **Joint Bachelor's/Master's Degree Program**

Salve Regina University offers an accelerated program of study that leads to both a bachelor's and a master's degree within a shorter period of time. However, because the Master of Arts in Rehabilitation Counseling consists of 48 credits, an additional two years are required to complete the master's degree after receiving the baccalaureate. This program is designed for the University's highly motivated, academically talented and qualified undergraduate students with a grade point average of 3.30 or higher. Students from any undergraduate major are eligible to apply to this program. Current undergraduate students interested in the accelerated program must complete the application process by February 15 of the junior year.

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

### **Students with Prior Master's Degrees in Related Areas**

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

## Areas of Study

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

## Objectives

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

## Master of Arts in Rehabilitation Counseling (15 courses/48 credits)

### Curriculum

RHB500: Research Methods.....	(3 credits)
RHB505: Foundations for Rehabilitation Counseling: History, Principles, Laws and Ethics .....	(3 credits)
RHB508: Developmental Issues in Counseling.....	(3 credits)
RHB510: Counseling and Personality Theory.....	(3 credits)
RHB513: Systems Theory and Family Therapy.....	(3 credits)
RHB516: The Psychology of Group Process .....	(3 credits)
RHB520: Practicum and Seminar I.....	(3 credits)
RHB521: Practicum and Seminar II .....	(3 credits)
RHB523: Cultural and Psychosocial Aspects of Disability .....	(3 credits)

RHB527: Substance Abuse Counseling and Rehabilitation.....	(3 credits)
RHB535: Career Development: Work and Disability Issues.....	(3 credits)
RHB540: Medical and Psychological Aspects of Disability .....	(3 credits)
RHB542: Evaluation and Assessment .....	(3 credits)
RHB550: Vocational Rehabilitation, Case Management and Employment....	(3 credits)
RHB570: Rehabilitation Counseling Internship and Seminar.....	(6 credits)

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

(Four courses/12 credits)

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

RHB603: Psychopharmacology for the Mental Health Professional .....	(3 credits)
RHB605: Counseling and Rehabilitation in Mental Health .....	(3 credits)
RHB608: Advanced Internship I and Seminar in Mental Health.....	(3 credits)
RHB609: Advanced Internship II and Seminar in Mental Health.....	(3 credits)

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

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

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

**Practicum Requirements (12 credits)**

Practical elements are included in most courses, as part of the philosophy that emphasizes personal involvement and learning by doing. This segment of the

program places particular emphasis on acquiring one-to-one counseling skills. Skills are built in the classroom using role plays, videotaping and feedback. These skills are then applied in the internship setting, with supervision. Emphasis is placed on ethical practice and cultural competency.

**RHB520:** Practicum and Seminar I ..... (3 credits)

**RHB521:** Practicum and Seminar II ..... (3 credits)

**RHB590:** Internship and Seminar (600 hours) ..... (6 credits)

### **Internship Requirements**

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

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

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

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

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

**RHB510:** Counseling and Personality Theory

**RHB513:** Systems Theory and Family Therapy

**RHB527:** Substance Abuse Counseling and Rehabilitation

**RHB605:** Psychiatric Disability Counseling and Rehabilitation

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

### **Area II: Human Growth and Development (3 credits)**

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

**RHB508:** Developmental Issues in Counseling

### **Area III: Social and Cultural Foundations (3 credits)**

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

**RHB523:** Cultural and Psychosocial Aspects of Disability

### **Area IV: Groups (3 credits)**

This area is concerned with the principles of group dynamics including developmental stage theories, group member roles and behaviors and group leadership styles.

Approaches for different types of groups are explored. Students are required to apply the theory and skills learned and examine, evaluate and reflect on their practice. Ethical issues are explored.

**RHB516:** Psychology of Group Process

**Area V: Lifestyle and Career Development (3 credits)**

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

**RHB535:** Career Development: Work and Disability Issues

**Area VI: Appraisal (3 credits)**

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

**RHB542:** Evaluation and assessment

**Area VII: Research and Program Evaluation (3 credits)**

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

**RHB500:** Research Methods

**Area VIII: Professional Orientation (3 credits)**

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

**RHB610:** Foundations for Mental Health Counseling

## Course Descriptions

**RHB500: Research Methods**

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

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

This foundation course provides an understanding of the historical, legislative and



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

**RHB508: Developmental Issues in Counseling**

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

**RHB510: Counseling and Personality Theory**

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

**RHB513: Systems Theory and Family Therapy**

The course traces the history of systems theory as it evolved within several disciplines and how it is applied to the treatment of couples and families. Students will explore the multiple theories that frame the foundation for practice with families including general systems theory, derived from physics, linguistics, biology, and other disciplines. Students focus on family culture, family structure and process, the family life cycle, and the relationship between the family and its environment. Issues of ethnicity, gender, socioeconomic status, and varying family forms are discussed.

**RHB516: The Psychology of Group Process**

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

**RHB520: Practicum and Seminar I**

Students are expected to work 10 hours per week in the field as a counselor intern, supervised by an onsite counselor approved by the University. In addition, students attend and participate in a seminar focused on developing competency in motivational interviewing. Emphasis is placed on the development of the basic listening and reflecting skills and the impact of age, gender and ethnic diversity on the counseling process is explored.

**RHB521: Practicum and Seminar II**

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

**RHB523: Cultural and Psychosocial Aspects of Disability**

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

**RHB527: Substance Abuse Counseling and Rehabilitation**

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

**RHB535: Career Development: Work and Disability Issues**

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

**RHB540: Medical and Psychological Aspects of Disability**

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

**RHB542: Evaluation and Assessment**

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

**RHB550: Vocational Rehabilitation, Case Management and Employment**

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

**RHB570: Rehabilitation Counseling Internship and Seminar**

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

**RHB581: Special Topics**

Special topics courses with rehabilitation counseling content are offered on a periodic basis.

The following four courses are part of the CAGS in Mental Health:  
Concentration in Rehabilitation Counseling

**RHB603: Psychopharmacology for Mental Health Professionals**

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

**RHB605: Counseling and Rehabilitation in Mental Health**

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

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

This advanced course in mental health counseling focuses on developing the skills needed to implement the principles of psychiatric rehabilitation that promote recovery and full inclusion of individuals with a mental health condition. The class explores evidence-based practices that empower people with disabilities to work toward recovery. Students are required to work an average of 20 hours per week for a minimum of 500 hours over a six month period as a mental health counselor-intern. Students will be supervised one hour per week under the supervision of a licensed onsite counselor approved by the University.

**RHB609: Advanced Internship II and Seminar in Mental Health**

This course is a second six-month period of advanced internship. Students will continue to work as a mental health counselor-intern in the same agency, 20 hours per week for a minimum of an additional 500 hours. Students will be supervised one hour per week under the supervision of a licensed onsite counselor approved by the University. In addition, students will participate in a weekly seminar developing skills from evidence based practices related to psychiatric rehabilitation to improve clinical practice.

## Full-time Faculty

**Nadia Abgrab-Noormohamed**

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

**Camille A. Allen**

B.A., University of Rhode Island  
M.Ed., C.A.G.S., Rhode Island College  
Ph.D., University of Connecticut  
*Professor Emerita/Education*

**Soheyl M. Amini**

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

**M. Therese Antone, RSM**

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

**Norma M. Bailey**

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

**Brydie Jo Baker**

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

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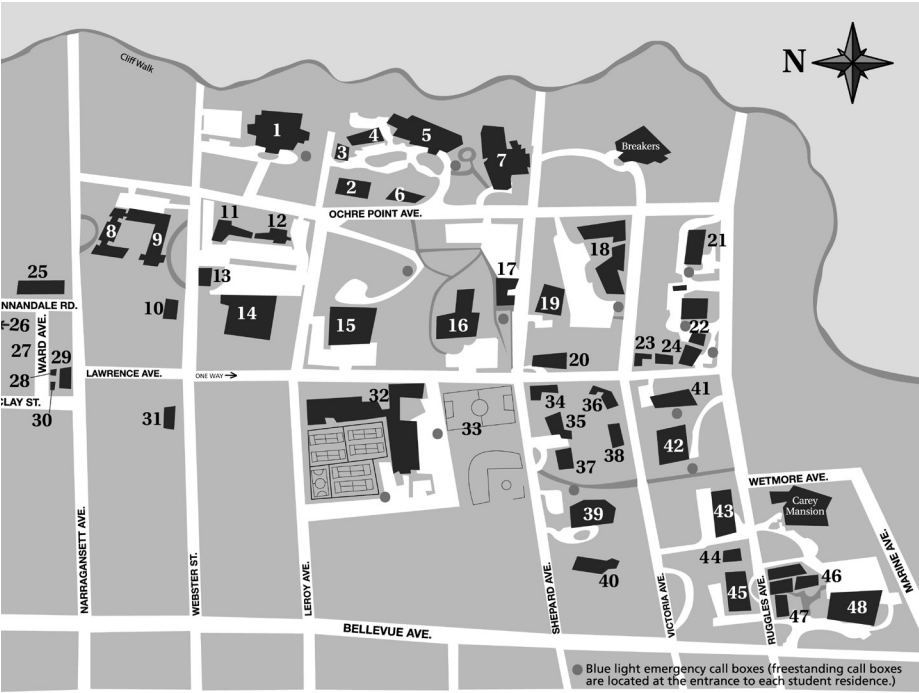
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Legend

1. Ochre Court

2. Our Lady of Mercy Chapel & Spiritual Life Center

3. Marian Hall

4. Angelus Hall\*\*

5. McAuley Hall\*\*

6. Gatehouse

7. O'Hare Academic Center\*\*

8. New Residence\*

9. Miley Hall\*

10. 162 Webster Street\*

11. Stonor Hall

12. Drexel Hall

13. Tobin Hall (Security Office)

14. Rodgers Recreation Center

15. Wakehurst\*\*

16. McKillop Library\*\*

17. Munroe Center

18. Hunt/Reefe Halls\*

19. Moore Hall\*

20. McLean House

21. Ochre Lodge\*

22. Nethercliffe\*

23. 87 Victoria Avenue

24. Graystone Cottages

25. Conley Hall

26. Office of Facilities
27. Grounds Garage and Offices

28. Narragansett I\*

29. Narragansett Hall\*

30. Narragansett II\*

31. 134 Webster Street\*

32. Antone Academic Center

33. Reynolds Field

34. 26 Lawrence Avenue

35. Graduate Studies and Continuing Education\*\*

36. 80 Victoria Avenue\*

37. Carnlough Cottage\*

38. 74 Victoria Avenue\*

39. Watts Sherman House\*

40. President's House

41. The Hedges\*

42. Founders Hall\*

43. Wallace Hall\*

44. 204 Ruggles\*

45. Stoneacre\*

46. Fairlawn\*

47. French Cottage

48. Young Building\*/Pell Center\*\*

\* student residences

\*\* classrooms and/or faculty offices