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Salve Regina University

A Catholic University in the Mercy Tradition

2013-2014

Undergraduate Catalog

Visit our website at www.salve.edu.

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Table of Contents

| | | | |
|--|-----|--------------------------------------|------|
| Introduction..... | 4 | Music, Theater and Dance | 228 |
| Admissions..... | 7 | Nursing..... | 244 |
| Financial Information..... | 12 | Pell Honors Program..... | 258 |
| Financial Aid..... | 14 | Philosophy | 260 |
| Student Affairs | 18 | Political Science and | |
| Curriculum and Degree Programs... | 27 | International Relations | 263 |
| Core Curriculum..... | 28 | Psychology | 270 |
| Degree Programs..... | 35 | Religious and Theological Studies... | 278 |
| Degree Requirements..... | 38 | Social Work..... | 288 |
| Special Programs and Opportunities .. | 40 | Sociology and Anthropology | 296 |
| Academic Policies..... | 45 | VIA | 302 |
| Registration Policies and Procedures.... | 49 | Faculty..... | 305 |
| Transfer Credit Policies | 53 | Professional Librarians | 312 |
| Graduation Policies and Procedures.. | 55 | Board of Trustees | 313 |
| Grading Policy..... | 57 | Administration | 314 |
| Academic Progress | 60 | Index..... | 315- |
| Academic Support..... | 62 | Campus Map | |
| Institutional Review Board..... | 64 | | |
| Honor Societies | 65 | | |
| User Support Services | 67 | | |
| Computer and Network Use Policy .. | 68 | | |
| Academic Programs | | | |
| Administration of Justice..... | 71 | | |
| American Studies..... | 81 | | |
| Art | 86 | | |
| Biology and Biomedical Sciences .. | 98 | | |
| Business Studies and Economics... | 113 | | |
| Chemistry..... | 143 | | |
| Cultural and Historic Preservation... | 149 | | |
| Education..... | 154 | | |
| English | 174 | | |
| English for Academic Purposes | 191 | | |
| Environmental Studies | 193 | | |
| General Studies Courses | 195 | | |
| Global Studies | 198 | | |
| History | 203 | | |
| Mathematical Sciences | 211 | | |
| Modern and Classical Languages .. | 217 | | |

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 undergraduate academic program is rooted in the liberal arts, offering majors and minors in the arts and sciences, interdisciplinary and professional programs. 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.

The Mission

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.

Accreditation and Membership

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 on Institutions of Higher Education, New England Association of Schools and Colleges, 3 Burlington Woods Dr., Suite 100, Burlington MA 01803, (781) 425-7700, e-mail: cihe@neasc.org.

Commission on Collegiate Nursing Education (CCNE) accredits the Nursing program which is also approved by the Rhode Island Board of Nurses Registration and Nursing Education. The Early Childhood, Elementary, Secondary, and Special Education programs are approved by the Rhode Island Department of Education. Rhode Island is a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC). Students completing these programs qualify for certification in 45 states, Washington, D.C., Puerto Rico and Guam. The Department of Social Work offers a baccalaureate program accredited by the Council on Social Work Education. The Visual Arts programs are accredited by the National Association of Schools of Art and Design. The Business Studies program is accredited by the International Assembly for Collegiate Business Education. The master's program in Rehabilitation 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, Association for Interdisciplinary Studies, 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 and integrated access for students with disabilities to all of its educational, residential, social and recreational programs. Disability services to students at Salve Regina University, as required by the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act, ensure that students with disabilities receive appropriate accommodations and assistance in order to participate fully in University programs.

The Office of Disability Services:

- a.) provides support services and reasonable accommodations that allow all students equal access to Salve Regina University programs, regardless of disability;
- b.) provides students with the opportunity to realize their full potential by developing self-awareness and self-advocacy skills; and
- c.) provides students with disability-related information and information about resources—local, state and federal—to assist them in their academic and/or life goals.

Depending on the nature and severity of disability, the types of accommodations and support students with disabilities may be entitled to receive include, but are not limited to: academic accommodations (extended time exams, note-taking assistance, etc.), accessible housing and classroom locations, assistive technology, assistance with course registration and other accommodations.

To arrange disability accommodations students must:

1. Provide documentation of the disability to the Office of Disability Services at the Academic Development Center. Students may bring documentation in person to a Learning Services Specialist, or may mail documentation to:
Disability Services
Academic Development Center
100 Ochre Point Ave. Newport, RI 02840-4192
Fax: 401-341-2912
2. Make an appointment with the Learning Services Specialist by calling (401) 341-3150, to discuss accommodations appropriate to their disability and receive accommodation forms for faculty;
3. Provide professors with notification forms indicating the need for disability accommodations.

Students in need of accommodations for physical, mobility or sensory disabilities are also asked to contact the Office of the Dean of Students at 401-341-2145 to make arrangements for accommodations outside the classroom. Students are advised to provide notice of their disability needs well in advance of their arrival on campus to assure that their needs are appropriately met. Please see the University's web site (www.salve.edu) for more complete information.

Admissions

Admission to Salve Regina University is competitive as each year more students apply than the University can accommodate in the class. In reviewing applications, the Admissions Committee looks at a variety of factors including academic achievement, the level of challenge in the academic program, letters of recommendation, essay writing, community/school involvement and leadership. Students are selected without regard to age, race, gender, creed, national or ethnic origin, sexual orientation, or handicap. Requests for financial aid do not impact decisions on admission. Admission to the University does not guarantee entrance into a particular academic program.

The University strongly recommends that interested students visit our beautiful oceanfront campus. The Office of Admissions offers campus tours and information sessions throughout the year. Please check the University's website at www.salve.edu/admissions/undergraduate/visiting for our visit calendar or call the office at 888-GO-SALVE.

First-Year Admissions Procedures

Students are admitted to Salve Regina University for September and January. Priority will be given to applications filed by February 1 for the fall semester and December 1 for the spring semester. Applications received after the priority deadline will be considered only when space is available.

Students should apply online using the Common Application with the Salve Regina supplement. The Salve Regina website also contains links to all required financial aid forms.

The University notifies students of fall admissions decisions by April 1 (by December 25 for Early Action applicants). Upon acceptance, students must submit a non-refundable deposit no later than May 1 to reserve a space in the entering class.

Early Action

Salve Regina offers an Early Action plan for freshman applicants who wish to receive early notification. Early Action candidates must file an application no later than November 1. An applicant's file must be completed by December 1 in order to be reviewed and considered under the Early Action plan. Students applying under the Early Action plan will be reviewed based on their academic record through the end of the junior year.

Early Action decisions will be mailed no later than December 25. Students accepted under the Early Action plan will have until the Candidate's Reply Date

of May 1 to submit their non-refundable enrollment deposit. Students who are deferred to the regular pool will be reconsidered after submission of their first semester grades and will be notified no later than April 1. Students who are denied admission as part of the Early Action plan are not eligible to reapply under the regular admissions plan.

Admissions Requirements

All candidates must furnish the following unless a waiver is obtained from the Dean of Admissions:

- A completed online application with the non-refundable fee. Online applications can be submitted directly from the common application (www.commonapp.org) website. Students seeking an application waiver for financial reasons should consult their high school counselor.
- An official transcript of high school work.
- Official transcripts from degree-granting institutions attended (for transfer students or students taking college courses in conjunction with their high school curriculum).
- Results of the SAT or ACT examinations (optional, except for students applying to nursing or education programs).
- Two letters of recommendation - one from a high school counselor and the other from a teacher.
- A personal statement submitted with the application.

All candidates for admission must show evidence that they have completed or anticipate completing a level of education equivalent to four years of high school. Successful candidates follow a rigorous college preparatory academic program including English, mathematics, science, social science and foreign language. Candidates for nursing should successfully complete advanced level laboratory science coursework.

Transfer Students

Salve Regina University welcomes applications from transfer students in good standing at an accredited institution. Transfer applicants follow the standard procedures for admission and must submit transcripts from high school and all college-level work. All transfer applicants are required to submit a College Official's Report (available for download from the website) from each institution previously attended. This form attests to student disciplinary standing at former colleges and/or universities. To be considered for admission, students must be in good standing and eligible to return to their prior institutions. Salve Regina asks that transfer students file applications by a priority date of March 1 for the fall term and December 1 for the spring term. This allows enough time for application review and full consideration for housing and financial aid. Transfer applications received after the priority date will be reviewed on a space available basis.

Typically, credit is awarded for all academic courses taken at a regionally accredited institution in which the student has received a grade of “C” or better when coursework is comparable to that of Salve Regina and does not duplicate other courses accepted for credit. All transfer students must complete at least 36 academic credits at Salve Regina and meet all graduation requirements to receive a degree from the University. Students who were not accepted to Salve Regina as freshman applicants are required to complete one year of full-time college work before reapplying as a transfer student.

We suggest that transfer students consider a year of residency at Salve Regina whenever possible. On-campus housing for the fall term is first granted to transfers who submit their enrollment deposit by May 1. After that date, transfer housing requests are considered on a space available basis.

Salve Regina has articulation agreements with a number of two-year colleges. Students should consult the transfer admissions counselor for further information.

International Students

Salve Regina welcomes applications from qualified international applicants who wish to study on a full-time basis. Salve Regina classifies an international student as a student who does not hold U.S. citizenship, a U.S. passport or U.S. permanent residency (U.S. resident alien). International students must follow the admissions procedures listed in this catalog for the freshman or transfer applicants. All transcripts from non-English speaking countries must be accompanied by a certified translation. International students whose native language is not English are required to provide results of the TOEFL (Test of English as a Foreign Language), IELTS, or Pearson’s PTE Academic. International non-native English speakers who attend secondary school where English is the language of instruction may have the TOEFL/IELTS/PTE requirement waived. The minimum scores are: TOEFL 80Ibt or 550 Paper-based, IELTS 6.5 or PTE 53. Applicants with scores below these minimums will be considered for admission with a requirement to enroll in two semesters of Salve Regina’s credit-bearing EAP (English for Academic Purposes Program).

Salve Regina University is authorized under federal law to enroll non-immigrant alien students. Non-immigrant alien applicants must comply with all federal regulations in order to receive an I-20 form, including completion of Salve Regina University’s financial certification form.

Candidates for the Nursing Program

Although Salve Regina is test-optional, SAT/ACT scores are required for applicants to the Nursing program. Applicants indicating an interest in nursing must be aware of the additional admissions standards set by the Department of Nursing. Candidates will be evaluated for admission to the University and to the Nursing program at the time of application. Due to the large number of applicants that we receive for a limited number of spaces, admission as a nursing candidate is highly selective.

Candidates for the Education Program

Although Salve Regina is test-optional, SAT/ACT scores are required for applicants to the Education programs. Acceptance to Salve Regina as an education major is considered provisional acceptance into an education program. Students formally apply to the education program of their choice after the completion of the second semester of their sophomore year. To gain formal admission into an education program, students must have a cumulative college grade point average of 2.75 or higher, grades of C or higher in all education courses, and meet all testing requirements as required by the Rhode Island Department of Education.

Home-Schooled Students

Home-schooled students follow the regular application process; however the following is also required:

- Transcripts of all home-schooled work and details on the home schooling format (correspondence-based or parent/student-based).
- Official college transcripts (if applicable).
- Two letters of recommendation, one of which can be from a parent/teacher.
- Results of the SAT or ACT examinations.
- A portfolio of academic accomplishments including a reading list, course descriptions, and list of extracurricular/community involvement.

Second Degree Students

Students who have previously completed a baccalaureate degree and wish to pursue an additional baccalaureate degree at Salve Regina follow the regular application procedure for transfer students. These students must complete prerequisites to their major, requirements in their major, and core curriculum requirements in religious studies. Second degree students must complete a minimum of 36 credits in the second degree program at Salve Regina to receive their degree. International students whose nature language is not English are required to provide results of the TOEFL, IELTS or Pearson's PTR Academic. The minimum scores are TOEFL 80ibt or 550 Paper-based, IELTS 6.5 or PET 53. Applicants with scores below these minimums will be considered for admission with a requirement to enroll in two semesters of Salve Regina's credit-bearing EAP (English for Academic Purposes Program).

Deferred Admission

Students who are accepted to Salve Regina University may defer their enrollment for one year. Students wishing to defer should submit a form for reactivation and should also submit their non-refundable enrollment deposit. It is understood that students who defer their admission will not enroll in credit-bearing work at another college.

Reactivation of Application

The University will keep all student applications on file for at least two years. Applicants wishing to reactivate their application must contact the Office of Admissions and submit a form for reactivation. Reactivated applications will be considered after all appropriate paperwork has been received.

Readmission

Students who have withdrawn from Salve Regina and have attended another college as full-time students for at least one semester must reapply and complete a form for reactivation in the Office of Admissions. Students applying for readmission are subject to transfer admissions procedures as well as any new department guidelines in their majors.

Advanced Placement, International Baccalaureate, CLEP, and Dual Enrollment

Salve Regina University has established policies to award advanced standing to students who meet the established criteria. It should be noted that the chairs of each academic department determine the number of Salve Regina credits and the placement of students who submit requests for advanced standing. Specific requirements for transfer credit and dual enrollment may be found in the Academic section of this catalog. A detailed listing of credits granted and acceptable test scores can be found on the University website.

Financial Information

Student Financial Responsibility

The student, as a condition of being enrolled at Salve Regina University is responsible for the following:

- Ensuring the timely completion of registration for proper billing and financial aid awarding.
- Ensuring the timely payment of all charges in accordance with the University billing policy.
- Ensuring that all documentation is submitted in a timely fashion to the Office of Financial Aid to enable timely disbursement of scholarships, grants, and loans.
- Ensuring that the Business Office has the most up-to-date billing address on file. Change of address forms are available at the Business Office, the Office of the Registrar, and online.
- Ensuring the timely notification to the Office of Financial Aid and Business Office of any outside financial assistance (local scholarships) to be received on the student's behalf.
- Ensuring the timely processing of University Health Insurance waiver information each academic year if applicable.
- Notifying the Office of the Registrar immediately of any course or University withdrawal. There are financial consequences for failure to notify.

Notifying the Business Office if the student does not receive a bill by July 15 (fall semester) and December 15 (spring semester). If the student does not ensure timely payment for all tuition, room/board (if applicable), and fees, the University reserves the right to do the following:

- Administrative withdrawal (removal from all current semester classes).
- Disallow residence hall and meal plan access.
- Disallow future semester registration.
- Refusal of registrar services such as grades and transcripts.
- Disallow participation in commencement ceremonies and withhold diploma.

Full-time tuition allows students to register for 12 - 17 credits per semester. Please be aware that participation in additional programs (such as second majors, minors, or other programs) may incur additional tuition charges.

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 Policy/Methods of Payment

The University has various tuition/financial policies and some suggested methods of payment available to students. These policies and payment methods can be found on the University website. The Business Office website is located at www.salve.edu/offices/business.

Tuition Refund Insurance

Salve Regina offers an insurance plan that guarantees a tuition and room and board refund in cases of physician diagnosed physical illness (100 percent reimbursement) and mental illness (100 percent reimbursement) any time during the semester. This plan covers the academic year and is independent of the University. Applications are mailed to all full-time students during the summer.

The premium for this insurance plan varies from year to year but is generally approximately 1 percent of tuition (commuters) or 1 percent of tuition and room and board (resident students) and is billed and payable each semester. You must enroll in the plan before the first day of classes each semester.

Contact:

A.W.G. Dewar, Inc.

4 Batterymarch Park

Quincy, MA 02169

Office: (617) 774-1555

E-mail: trp@dewarinsurance.com

Website: www.tuitionrefundplan.com

Financial Aid

The Office of Financial Aid provides information and counseling on financial aid and other options for financing college costs. The University website, www.salve.edu, contains a great deal of information as well as helpful financial aid links, including links to all required forms. For further information on any of the financial assistance programs described, write or call the Office of Financial Aid at Salve Regina University.

Application Process

Priority deadlines for filing all financial aid forms are March 1 for the fall semester and December 15 for the spring semester. Verification materials must be submitted by May 15 for the fall semester and January 15 for the spring semester.

New Students:

All students who are planning to attend Salve Regina University for the first time (new freshmen and transfers) must submit the following forms:

- The CSS Profile.
- The Free Application for Federal Student Aid (FAFSA).

Both forms are available online and links may be found in the Financial Aid section of the Salve Regina website. All verification materials will be requested by mail or email and should be sent to the Office of Financial Aid

Verification materials may include:

- Federal IRS Tax Transcripts and/or signed copies of both student and parents' federal tax returns (or statement of not filing).
- Copies of all W-2's.

Returning Students

Renewal of financial aid is not automatic. Each year students must submit the Free Application for Federal Student Aid (FAFSA) by March 1st. If a returning student is selected for verification, documentation information will be requested by mail or e-mail and should be sent to the Office of Financial Aid.

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.
- Be making satisfactory progress toward the completion of the course of study.
 - Not be in default on a Federal Perkins Loan or a Federal Stafford Loan.
 - Not owe a refund on a Federal Pell Grant or Federal Supplemental Education Opportunity Grant.

Special Note

Since rules, regulations, and requirements change each year, all students who feel that they have financial need are encouraged to apply, rather than concluding that they are ineligible. Also, since a student's eligibility status could change during the college years, it can be important to file a new application each year, regardless of the determination made in past years. While Salve Regina University strives to maintain consistent awards from year to year, changes in a family's financial situation, household size, number of students in college, etc. may necessitate adjustment to an award. Similarly, on-campus and off-campus budgets differ and awards are adjusted accordingly. Offers of aid are made on the assumption that the financial aid programs will be continued and that sufficient Federal funds will be appropriated by Congress. Students who submit late applications must expect delays in aid awards, reductions in grants, and the possibility that funds may already have been exhausted. It is the responsibility of the student to keep home and local addresses current in the Office of Financial Aid to ensure that requests for missing documents are received in a timely manner.

Satisfactory Academic Progress

Students must maintain satisfactory academic progress to remain eligible for financial aid. Satisfactory progress requires a student to complete the bachelor degree within five and one-half years and to maintain the required grade point average (GPA) and sufficient number of credits.

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.

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

Types of Aid

There are three principal types of aid: the scholarship or grant that need not be repaid; the loan that must be repaid (most loans allow liberal repayment periods and low interest rates); and part-time employment (the student is paid hourly

and budgets these earnings to meet educational expenses). The U.S. Department of Education website (www.studentaid.ed.gov) is a good source of information describing all federal aid programs.

Scholarships and Endowments

Inquiries concerning grants or scholarships should be directed to the Office of Financial Aid, Salve Regina University, 100 Ochre Point Avenue, Newport, RI 02840. The e-mail address is financial_aid@salve.edu.

The Office of Admissions at Salve Regina University awards academic scholarships to incoming students who meet established criteria. These scholarships are renewable provided that the student maintains the cumulative grade point average (GPA) specified in the scholarship agreement. Admissions also awards the Aquidneck Island Multicultural Scholarship to selected, qualified students who demonstrate need and have a strong commitment to diversity. Scholarship criteria are detailed on the Admissions/Financial Aid website www.salve.edu/Admissions/undergraduate/costfinancialaid.

Regina Scholarships are partial scholarships, awarded each year by the President to approximately five freshmen, five sophomores, and five juniors who have completed the requisite number of credits to achieve standing as sophomores, juniors, and seniors and who have achieved the highest cumulative grade point averages in their classes. These are the only academic scholarships awarded to returning students.

The Salve Regina University grant program is funded in part by the generosity of many individuals and corporations.

State Programs

Many states offer financial assistance to students in the form of grants, scholarships, work, or loans. Specific program and application information about individual state programs may be obtained from the administrative state agencies themselves or from the Office of Financial Aid.

Federal Programs

Eligibility for all Federal financial aid is determined by the U.S. Department of Education, based upon the completed annual FAFSA.

Army ROTC Scholarships/Stipends

Army Reserve Officers' Training Corps scholarships are available on a competitive basis to qualified students. Each scholarship recipient receives full tuition and fees per year, an annual book allowance of \$900, and a \$300-\$500 monthly tax-free stipend. Scholarships are available for two-, three-, and four-year terms. In return for the benefits, scholarship winners enter into a contractual arrangement with the United States Army, agreeing to accept a Regular Army or Army Reserve commission as a Second Lieutenant.

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. These benefits are administered through the Office of the Registrar. Interested persons should contact their local V.A. office or phone 1-(888)-GI-Bill1 (1-888-442-4551) for assistance.

Outside Scholarships

Many private philanthropic organizations, foundations, and corporations provide scholarships, grants, loans, and employment opportunities. Local sponsors of such programs include service organizations such as Rotary, Kiwanis, Lions Club, the American Legion, and the PTA. These sources represent significant resources to the student.

For this type of assistance, students generally apply directly to the potential donor and usually the student deals directly with the sponsoring organization. Students are responsible for verifying to the University any outside financial assistance to be applied to their accounts. Students should not rely on outside agencies to do this. Students will find links to free scholarship search services on the financial aid website.

Salve Regina encourages families to seek outside scholarships. The University has very flexible policies regarding the posting of outside scholarships. Whenever possible, these scholarships augment need-based financial aid awards. For further information, please contact the Office of Financial Aid.

Vocational Rehabilitation

Every state operates a vocational rehabilitation program to help people with disabilities return to productive activity. In certain cases the vocational rehabilitation agency will assist a student with disabilities to meet college expenses. If a student receives payments from Vocational Rehabilitation, Manpower Development, or similar assistance programs, the full value of such payments is considered a financial resource.

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.

Student Affairs

The Student Affairs Division of Salve Regina University strives to educate students in all aspects of living outside the formal academic environment. It supports the University Mission by fostering personal and social growth, civic responsibility, and the development of life skills within the context of Catholic values.

Students are expected to be involved in the educational process which occurs in the classroom and extends beyond the classroom into the University and civic community. Participation in various forms of the educational process presents students with opportunities to demonstrate responsibility for their own lives and futures as well as to reach beyond themselves and exhibit concern for others.

Student Rights and Responsibilities

As a Catholic institution of higher learning under the sponsorship of the Sisters of 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.

Center for Student Development

The Center for Student Development values the importance of learning and student transformation. Grounded in academic, personal and holistic student success, the Center provides programs, services, advising and mentoring opportunities for all students. Academic programs and student services consist of Class Deans, peer mentoring and comprehensive experience programs. Experience programs are designed to support students to successfully navigate their Salve Regina experience and include first year, sophomore, junior, and senior year experience. Through the integration of high-quality academic programs and student services, the Center for Student Development aims to provide students with rich and transformative experiences that speak to their academic endeavors, personal goals and holistic development.

Student Services

Residential Facilities

The Office of Campus Life supports approximately 1,250 students living in 28 buildings. Students at Salve Regina have the opportunity to live in former mansions and other architecturally significant buildings situated throughout our historic campus. Ocean views, fireplaces and grand staircases are common features of the University's residential landscape.

First-year students live in our traditional residence halls, designed to help them meet classmates and get involved with activities, while most sophomores choose from one-of-a-kind rooms in mansions and cottages. As juniors and seniors, some students choose to live in on-campus apartments with full kitchens, while others reside in the nearby neighborhoods of Newport.

Students residing on campus can easily access downtown Newport on foot or via public transportation. Steeped in history, diversity and religious tolerance, today's Newport is a tourist mecca, with shops, restaurants, museums, galleries and sporting events permeating this "City by the Sea."

Campus Residency Requirement

As a residential institution, Salve Regina University places great value on the contributions a quality residential experience can make to student development. Experience has shown that campus residency in the first two years of a student's college career is crucial to personal growth and the refinement of social skills. As a result, all full-time freshmen and sophomores who are not commuting to campus from their parents' permanent residence (legal domicile) are guaranteed housing and are required to live on-campus. Students who turn 21 years of age during the academic year may be exempt from this requirement. Requests for this exemption must be made prior to the year of residency requirement. All resident students are required to maintain full-time academic status.

Wakehurst Student Center

The Office of Student Activities manages the Wakehurst Student Center, a multi-purpose 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.

The garden level of Wakehurst features office space for Student Activities, and WSRU Radio. This level also contains the Game Room, Air Hockey, Foosball, Ping-Pong, Pool, lounge space, meeting space, and the on-campus residential student mailroom. The first floor features the Global Café, the Fireplace Lounge, the gaming room, and an expansive lobby area. The second floor is home to the Campus Activities Board, Community Service Office, Willow, Mosaic, Student Government Association, and a club resource room.

Office of Student Activities

The Office of Student Activities carries out the mission of Salve Regina University by offering a variety of involvement opportunities to students. Programs and initiatives teach students to become stronger leaders, develop positive relationships, respect their peers and community, and immerse themselves in their interests.

Student Activities staff advise the Campus Activities Board (CAB), a volunteer student organization that sponsors live comedy and novelty acts, Things for Thursday, trips, dances, and recreation events. Membership on the board is open to all registered, full-time students.

Student Activities assists recognized student organizations with matters related to group development, club finances, and program planning. In addition, the staff is available to help students identify opportunities to establish new clubs and organizations to better serve the academic and co-curricular needs of students. The office sponsors a monthly Presidents' Club meeting designed to increase communication and collaboration between existing student groups.

Whether a student attends a live performance, joins a recognized student organization, or participates in recreational events, Student Activities encourages all undergraduates to become fully involved in campus activities.

Student Government Association

The Student Government Association (SGA) affords students opportunities for governance at Salve Regina University while developing leadership skills and serving the student body. A five-member executive board is elected in the spring semester.

The Student Government Association represents the Salve Regina University student body and acts as a liaison between the students and the faculty, staff and administration. For every 100 matriculated students, one representative is elected. The SGA participates in various university committees and oversees both the approval and the funding of student clubs and organizations.

The New Student Organization Recognition Committee reviews club applications. The committee seeks to create diverse involvement opportunities on campus by approving clubs which enhance the quality of life at Salve Regina University. Students wishing to start a new club or organization should download an application from the student activities website.

The Activities Funding Board (AFB) has the primary responsibility of allocating funds collected through the student activity fee. The AFB reviews funding requests submitted by officially recognized student organizations.

Student Clubs and Organizations

Clubs and organizations provide students with the opportunity to learn and develop new skills and sponsor programs that enhance the quality of campus life. Students interested in learning more about the organizations listed below should contact the Office of Student Activities in the Wakehurst Student Center, Room 012. The organizations below have been recognized by the New Student Organization Recognition Committee:

Accounting and Finance Club
Administration of Justice Club
Alliance
American Marketing Association
Anthropology and Sociology Club
American Sign Language Club
Applied Technologies Club
Art Guild
ASSIST
Best Buddies
Camping Club
Campus Activities Board (CAB)
Campus Kitchen
Circle K
College Democrats
College Republicans
Cooking Club
Council for Exceptional Children (CEC)
Cultural and Historic Preservation Society(CHP)
Dance Marathon
English Guild
Environmental Club
Equestrian Club
Face AIDS
Film Club
Group Inspired for Today (GIFT)
Graphic Design Club
Investment Club
Karate Club
Love 146 Campus Coalition

Math Club
Model United Nations
Mosaic News
Multicultural Student Organization (MSO)
MyTurn
Philosophy Club
Political Science Club
Pre-Med Club
Psychology Club
Renewal Bible Study
Salve Education Association (SEA)
Salve Medical Assistance Club (SMAC)
Salve Music Ensemble Club (SMEC)
Spanish Club
Special Olympics
SRU Dance
STAND (student anti-genocide coalition)
Social Work Club
Stagefright Theatre Company
Student Government Association (SGA)
Student Nurse Organization (SNO)
Study Abroad Students Association
Surf Club
Volunteers Interested in Reaching and Guiding Others (VIRGO)
Willow Literary Journal
WSRU Radio
Protect our Wildlife (POW)
Tango & Latin Dance

Athletics

The Athletic Department encourages the pursuit of an active and healthy lifestyle through involvement in the intercollegiate program, intramurals, club sports, or recreational opportunities.

Intercollegiate Athletics

Salve Regina University is a Division III member of the NCAA and competes in the CCC, the ECAC, TCCC, and NEFC conferences. Competitive opportunities are available in the following sports: Baseball, Basketball (M/W), Cross Country (M/W), Field Hockey, Football, Ice Hockey, Lacrosse (M/W), Sailing (Coed), Soccer (M/W), Softball, Tennis (M/W), Track and Field (W), and Volleyball (W).

Intramurals

A comprehensive intramural program is available to students in the following sports: Basketball, Dodgeball, Flag Football, Golf, Soccer, Softball, Tennis, Ultimate Frisbee, and Volleyball. Contact the Coordinator of Intramurals for additional information.

Club Sports

A club sports program has recently emerged and offers students the opportunity to participate in Rugby (M/W) and Cheerleading. Contact the Coordinator of Club Sports for additional information.

Recreation

Recreational opportunities are available in a number of activities that include: Aerobics, Yoga, Spinning, Swimming, and Zumba. Call the Fitness Center for additional information.

Athletic Facilities

The Rodgers Recreation Center, which houses basketball/volleyball courts, an indoor batting cage, state-of-the-art fitness center, meeting and conference rooms, aerobics room and modern training facilities, is available to students, faculty, and staff for intercollegiate, intramural, and recreational use. Additional facilities include tennis courts as well as practice and game fields. Opportunities for recreational swimming are offered at the nearby Newport Athletic Club.

Mercy Center for Spiritual Life

The Mercy Center for Spiritual Life encourages and supports religious and spiritual life on the Salve Regina campus. We have our roots and find our focus in the gospel of Jesus Christ, the rich heritage of the Roman Catholic Church and the charism of the Sisters of Mercy.

In keeping with the mission of the University, we warmly welcome people of all beliefs to engage in a lively and respectful practice of their faith; to seek wisdom; to promote universal justice, especially by practicing the spiritual and corporal works of mercy; and to deepen their relationship with God.

Mercy in Motion is a student led group that promotes spiritual life on campus through weekly events and programs that highlight community, prayer and service. Students develop skills as peer ministers, leaders and role models through their involvement with the Mercy Center for Spiritual Life.

Whether Mercy in Motion is gathering for a dinner discussion, cooking a meal for the homeless shelter or having a community game night, the atmosphere is relaxed and friendly. All undergraduate students are welcome and invited to get involved.

Catholic Mass is celebrated in Our Lady of Mercy Chapel:

- Sunday: 11:00 a.m. (except Christmas, Easter and Commencement Weekend), and 7:00 p.m. student Mass when classes are in session (September through mid-May).
- Monday through Thursday at 12:15 p.m.

Office of Career Development

The Office of Career Development plays an active role in preparing students for the job market. The Salve Regina Gateway system provides students with 24/7 access to full-time, part-time, internship and student employment postings; online resources and industry information for a variety of career fields; and the means for communicating with alumni career mentors.

For a full listing of career services and resources available to students and alumni, please visit the Career Development website on www.salve.edu.

Community Service

Many volunteer opportunities exist for Salve Regina University students such as the Feed-A-Friend food drive, Big Sisters of Rhode Island, the Positive Role Model Program, the Christian Appalachian Project, and the Special Olympics. Locally, Salve Regina volunteers support the Dr. Martin Luther King, Jr. Center, the Potter League, Salvation Army, area soup kitchens, literacy projects, and Newport area schools.

Feinstein Enriching America Program

The Feinstein Enriching America Program introduces students to the benefits of service learning. It encourages ongoing participation in community service initiatives and service learning courses while students attend the University and in the years following graduation. Participation in the Feinstein Enriching America Program through the New Student Seminar or Transfer Student Seminar is a requirement for graduation. Only under exceptional circumstances may students be considered for exemption from the requirement. Appeals are made to the dean of the student's respective program.

Counseling Services

Professional counselors are available to discuss a student's social, academic, or personal development and issues such as transition to college, the establishment of healthy relationships, values clarification, self-esteem, and life after college.

Counseling programs address developmental and mental health issues from an educational, therapeutic, and preventative perspective and are designed to assist students while they are enrolled at the University with social, emotional, academic, and psychological concerns. Services include individual and group counseling, special programs, crisis intervention, community referral, and consultation services.

The services of the Counseling office are available to all full-time enrolled students in an environment that is both conducive to discussion of any concern or problem and confidential in accordance with legal and professional guidelines of the State of Rhode Island.

Health Services

The physicians, nurse practitioners and support staff of University Health Services offer clinical care to the student community during the academic year. In addition to encouraging good health practices and providing disease prevention programs,

University Health Services utilizes speakers, health-related videos, and a website to promote good health practices among members of the University community.

Health and Counseling Services staff adhere to established ethical principles and codes of professional practice that respect the confidentiality, dignity, and informed consent of all students. Both Health and Counseling Services staff, in appropriate situations, make referrals to local providers. However, in certain instances, it may be necessary for students to receive these services at home.

International Students

International students should attend the mandatory international student orientation (week-long in the fall, and one-day in the spring) run by the International Student Advisor. The advisor is available to assist international students with their adjustment to academic and personal life on campus, maintaining appropriate F-1 student status and keeping up-to-date with all immigration regulations.

Miley Hall Services

Miley Hall is a student residence and the primary dining facility on campus. In addition, the Office of Student Affairs, Dean of Students, Office of Community Service, Office of Residential Life, University Health Services, Counseling Services, the Office of Career Development, and the Salve Regina University Bookstore are located in Miley Hall.

Student Handbook

The student handbook contains essential information about policies and procedures directly related to students. All students are expected to be familiar with the content of the student handbook and to act in accordance with the policies and procedures outlined there.

University Auxiliary Services

Bookstore

The Salve Regina University Bookstore carries academic and general interest books, as well as a full line of school supplies. It 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. Charges may be made on the Salve card.

Business Office

The Business Office, located in 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 Services

The University provides multiple meal plans through Sodexo. All resident students are required to participate in one of the available meal plans except apartment residents who have an option to withdraw from the meal plan. Miley Cafeteria serves as the main dining services location on campus where all meal plans are accepted. Some meal plans may allow limited service at the additional food services locations on campus including the Global Café in Wakehurst, and Jazzman's Café in O'Hare Academic Center. Please consult the student handbook or the dining services brochure for more details.

Special Diets

Students with special dietary concerns may contact Food Services.

SALVE Card

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

Office of 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 is trained in first aid and CPR and receives regular in-service training. The staff works to prevent crime, provides high-visibility security patrols, and responds 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 emphasizes the importance of education as the key element in crime prevention. The office strives to increase awareness of campus safety, and encourages all to report suspicious activity on campus.

The Curriculum

Curriculum and Degree Programs

The Curriculum

The curriculum reflects Salve Regina's mission. By providing breadth of study in the core curriculum and depth of study in the major, it seeks to prepare students to become lifelong learners and responsible, contributing citizens of their workplace, their local community and the world. The undergraduate course of study at Salve Regina University is designed to foster intellectual, social, and spiritual growth that will encourage students to seek wisdom and work for a world that is harmonious, just, and merciful.

The curriculum is comprised of three interconnected parts: the Salve Regina University core curriculum, the major and elective courses.

The Salve Regina University core curriculum constitutes the common learning experience for all undergraduates. It seeks to develop breadth of knowledge across a wide range of liberal arts disciplines, with a special emphasis on the ability to integrate and see connections among subject areas. Extending over the traditional four years of baccalaureate study, the core both affirms and illustrates the essential unity of all knowledge, provides a solid basis for lifelong learning, and develops a context for the specialized knowledge acquired in the major.

The major gives students the opportunity to master a specific field of study in depth. Normally, students select a major in the first or second year, choosing from a variety of liberal arts, professional disciplines or interdisciplinary programs. Students may pursue a second major or a minor when possible and appropriate. Those who intend a major in Art, majors in Business Studies, Nursing, or a double major in an Education program and another discipline should consult with their advisor before registering for the first semester of the freshman year to ensure that they choose appropriate courses.

Electives allow a student to enhance the education they are acquiring and to explore ideas and areas to which they may not otherwise be exposed. Students are encouraged to take advantage of the opportunities to explore different courses and be creative about linking the sets of knowledge and skills offered by the various programs.

The Salve Regina University Core Curriculum:

A Program Designed for Developing Lifelong Learners and Responsible Citizens of the World

Structure of the Salve Regina University Core Curriculum

The core curriculum is comprised of the common core and the core complement. The common core is comprised of four common courses and the capstone experience that are to be taken by all undergraduate students. The remaining courses constitute the core complement, that is, elective options which are designed to supplement and support the common core while responding to the curricular needs and interests of the individual student.

The Common Core:

| | |
|--------------------------------------|---|
| Portal Course | GST150: Portal: Seeking Wisdom |
| Literature | ENG150: What It Means to Be Human |
| Religious and Theological Studies | RTS210: Christianity in Dialogue with World Religions |
| Philosophy | PHL220: Philosophy and Responsibility |
| Capstone Course | GST450: The Capstone Experience |

The Core Complement:

| | |
|-----------------------------------|-----------|
| Foreign Languages | 6 Credits |
| Literature | 3 Credits |
| Religious and Theological Studies | 3 Credits |
| Mathematics | 3 Credits |
| Natural Sciences | 6 Credits |
| Social Sciences | 9 Credits |
| Visual and Performing Arts | 3 Credits |

Philosophy of the Core Curriculum

Salve Regina University is committed to preparing our students for the future; that is, for a world that will continually change and yet remain constant in many ways. A crucially important way to prepare students for this changing world is by helping them discover that they can overcome these future challenges with a lifetime of learning and curiosity about the world.

The Salve Regina University core curriculum promotes a passion for lifelong learning through enthusiastic educational exchanges between learners and teachers, through a commitment to teaching, scholarship, and research, and through an insistence on high standards. The core curriculum provides readings and experiences designed to provoke the interest of students and to address enduring questions and contemporary issues. The University itself provides a model for lifelong learning by being a vibrant learning community, a place where students and faculty engage in collaborative exchanges, the discussion of common texts and readings, and debates about the issues of our times.

The term “responsible world citizenship” attempts to express, in three words, ideals found in the University’s Mission Statement and in the heritage of the Sisters of Mercy: (1) the acquisition of wisdom and learning that leads to a better understanding of the world and its people and (2) the promotion of a universal justice that is inspired by Catholic values.

A responsible world citizen is someone who understands and appreciates the diversity of the one human family that extends across the globe. A responsible world citizen is concerned about the major issues, whether local, regional, national, or global, and keeps informed about them in order to debate them intelligently.

Every student will be encouraged to be a responsible world citizen who is ready to take concrete action that will promote human dignity, social justice, and sustainable global development and is also ready to assume the responsibilities of a citizen in his or her nation.

Program Goals for the Core Curriculum

Goal 1– An Education with a Catholic Identity

To encourage our students to seek wisdom and prudence and to promote mercy and universal justice by offering them a curriculum with a Catholic identity.

Objectives: In order to reach this goal, students will be expected to:

- 1.1 Demonstrate an awareness of the Catholic intellectual tradition and its distinctive contribution to liberal education at this University.
- 1.2 Know the life of Catherine McAuley and the Mercy mission as a prototype of world citizenship and Catholic identity.
- 1.3 Cultivate attitudes and practices that reflect an abiding respect for the dignity of all persons and a commitment to social justice.
- 1.4 Understand the enduring influence of the Bible and Jewish, Christian, and specifically Catholic, symbols, stories, ideas, values and practices.
- 1.5 Engage the Catholic religious tradition with other religious perspectives.
- 1.6 Evaluate their learning and actions from the perspective of Christian ethics.
- 1.7 Understand the teachings of Jesus that give this University its compelling vision of a realm of peace and justice.
- 1.8 Understand how to integrate faith, learning, and service as a means to enrich personal and community life.
- 1.9 Recognize the essential unity of all knowledge as both an intellectual and a religious principle through interdisciplinary study and thematic connections among discipline-based courses.

Goal 2 - Liberal Education

To provide students with the kind of broad and broadening liberal arts education that will prepare them for a lifetime of developing their intellectual abilities, give them a moral foundation on which to build their learning, challenge them to strengthen their mental flexibility, introduce them to different ways of encountering the realities in the world, and help them to advance in their careers or change their careers by giving them the confidence of knowing that they can learn new things.

Objectives: In order to reach this goal, students will be expected to:

- 2.1 Examine enduring insights, values and principles, starting with the Bible and Socrates, that have helped people to discern the truth.
- 2.2 Develop an awareness of the complexity of other cultural traditions as well as their own in debating urgent contemporary issues within the context of faith and reason.
- 2.3 Engage in critical self-inquiry that promotes self-knowledge in order to develop (1) the ability to evaluate different opinions and beliefs, (2) a willingness to test one's point of view against others, (3) a willingness to recognize faulty thinking and seek other rational alternatives, and (4) a sense of collaboration by learning in community.
- 2.4 Apply their studies in the Liberal Arts and Sciences to contemporary issues and situations.
- 2.5 Develop a knowledge and understanding of religious and theological studies, the humanities, mathematics, science, and the social sciences and an awareness of the interconnectedness of the various disciplines in the liberal arts and sciences curriculum.

Goal 3 - Responsible Citizens of the World

To help our students become responsible citizens of the world.

Objectives: In order to reach this goal, students will be expected to:

- 3.1 Develop an understanding of their own culture, since this culture will be the base for cross-cultural reference.
- 3.2 Develop a knowledge and understanding of cultures throughout the world.
- 3.3 Develop, through critical analysis, a knowledge and an understanding of Western Civilization and the relationship of the United States to it.
- 3.4 Gain awareness of cultural differences in order to promote the respect and empathy for one another that are essential for dialogue.
- 3.5 Transcend the inclination to define themselves primarily in terms of group loyalties and identities.

Goal 4 – Lifelong Learning

To help students utilize skills that are essential for lifelong learning by giving them opportunities to practice these skills across the curriculum.

Objectives: In order to reach this goal, students will be expected to:

- 4.1 Acquire the necessary foundation for the further development and refinement of their communication skills.
- 4.2 Demonstrate the ability to persuade through the organization of ideas (in writing, speaking, and discussion) and through the art of rhetoric.
- 4.3 Use research as a means of finding and communicating the truth.
- 4.4 Use technology to communicate and acquire information.
- 4.5 Learn to work cooperatively while becoming ever more independent learners.
- 4.6 Analyze and solve both quantitative and qualitative problems.
- 4.7 Apply skills related to critical reading, critical thinking, and problem solving.
- 4.8 Integrate and synthesize information and ideas.
- 4.9 Develop the creative, critical, and imaginative skills needed to recognize the beauty, the goodness and the breadth of human experience.

Options for the Core Complement

Foreign Languages

Students at the elementary level will complete two sequential courses in the same language according to individual interests and placement guidelines. Students interested in French or Spanish at the intermediate level will take two sequential 200-level courses in the same language. Students whose first language is not English may need to complete EAP courses for this requirement.

ARA111 and ARA112: Beginning Arabic I and II

SPA101 and SPA102: Practical Spanish I and II, Total Immersion

SPA111 and SPA112: Elementary Spanish I and II

FRN111 and FRN112: Elementary French I and II

ITL111 and ITL112: Elementary Italian I and II

PTG111 and PTG112: Elementary (Brazilian) Portuguese I and II

LAT101 and LAT102: Elementary Latin I and II

FRN200: Intermediate French

FRN201: French Conversation

FRN203: French Grammar and Composition

ITL203 and ITL204: Intermediate Italian I and II

SPA203 and SPA204: Intermediate Spanish I and II

SPA207: Spanish for Business and Finance

SPA213: Advanced Spanish Grammar

SPA241 and SPA242: Spanish Conversation, Composition, and Reading I and II

EAP103 and EAP104: Academic Communication Skills
EAP111: Academic Research and Writing
EAP112: Academic Writing in the Disciplines

Literature

In addition to the common core literature course, students will select one course from the following list:

ENG201: Literary Masterpieces
ENG205: Contemporary Global Literature
ENG210: Myth and Symbol
ENG212: Contemporary Drama
ENG215: Elements of Modernism in 20th Century American Literature
ENG228: The Romantic Revolution
ENG229: Victorian Literature
ENG241: Film and Literature

Mathematics

Students will complete one course from the following list:

MTH170: Concepts in Mathematics
MTH171: Mathematics in the Social Sciences
MTH172: Quantitative Methods for Business
MTH191: Applied Calculus I
MTH195: Finite Mathematics
MTH197: Discrete Dynamical Systems
MTH200: Discrete Mathematics
MTH201: Calculus I
MTH202: Calculus II
MTH203: Calculus III
MTH300: Linear Algebra

Natural Sciences

Students may fulfill the natural sciences core curriculum course area by taking any two of the following 3- or 4-credit courses in Biology, Chemistry, Physics, or Science.

BIO110: Human Biology: Physiology and Health
BIO111 and BIO112: General Biology I and II
BIO140: Humans and Their Environment
BIO150: Bioinformatics
BIO190: Nutrition
BIO205 and BIO206: Human Anatomy and Physiology I and II
BIO207: Microbiology of Health and Disease
BIO210: Microbiology
BIO220: Cell Biology and Chemistry
CHM113 and CHM114: General Chemistry I and II
CHM121: Chemistry of Human Health I

CHM130: Chemistry in Society
PHY201 and PHY202: General Physics I and II
PHY205 and PHY206: Principles of Physics I and II
SCI103: Physical Science
SCI104: Earth Science
SCI105: Integrated Science with Computers

Social Science

Students will select one course from each of the following pairs of disciplines for a total of three courses.

One course from Economics or Politics

ECN100: Introductory Economics of Culture
ECN101: Introductory Macroeconomics I
ECN105: Basic Economics
POL115: The American Political System
POL120: Introduction to World Politics

One course from Anthropology or History

SOA130: Human Diversity: An Introduction to Anthropology
SOA335: Global Capital
SOA251 or CHP251: The Color Line in New England 1620-1861
HIS103: Western Civilization I
HIS104: Western Civilization II
HIS113: History of the United States to 1877
HIS114: History of the United States since 1877

One course from Psychology or Sociology

PSY100: Introduction to Psychology
PSY255: Psychology of Prejudice
PSY290: Cross-Cultural Psychology
SOA110: Sociological Imagination
SOA120 or SWK120: Social Problems: Analysis by Race, Class and Gender
SOA272: Population Studies

Religious and Theological Studies

In addition to the common core religious and theological studies course, students will select one course from the following list:

RTS262: Take a Look at the Good Book: Introduction to the Bible
RTS300: Religious Diversity of Newport
RTS310: Women and the Christian Traditions
RTS325: Who Is My Neighbor? Mercy in the Christian Tradition
RTS332: Christian Ethics and the Environment
RTS335: Christian Ethics and Social Issues
RTS336: Christian Marriage and Family Life
RTS337: Christian Ethics and Biomedical Issues

RTS338: Christian Ethics and Human Sexuality
RTS340: The Church in the Twenty-first Century
RTS342: Jesus Christ through History
RTS345: Engaging the Catholic Experience
RTS346: Symbol and Sacrament
RTS351: Emerging Theologies
RTS356: Contemporary Christian Spirituality
RTS364: Understanding the Hebrew Scriptures
RTS372: Jesus and the Gospels: "Who do you say I am?"
RTS374: Blinded by the Light: Introduction to the Pauline Epistles
RTS375: Good Girls, Bad Girls: The Women of the Bible
RTS381: Engaging the Jewish Experience
RTS382: Engaging the Muslim Experience
RTS383: Engaging the Hindu Experience
RTS384: Engaging the Buddhist Experience

Visual and Performing Arts

Students will select one course from the following list:

ART101: Art in Society
ART102: Art, Film and Society
ART106: Introduction to Art: Masterpieces
ART131: Drawing I
ART205: Art History Survey I: Prehistoric through Gothic Art
ART206: Art History Survey II: Renaissance through Early 20th Century Art
ART231: Ceramics I: Clay, Culture, and Creativity
ART261: Photography I
DNC100: Introduction to Dance
MSC100: Introduction to Music: Masterpieces
MSC111: Essentials of Music Theory
MSC215: American Music
MSC221: Bach to Rock: Music from 1750 – Present
THE101: Introduction to Theatre Arts
THE102: Introduction to Acting
THE211: Theatre History I
THE261: Public Speaking

Core Curriculum – Associate Degree Program

The Salve Regina University core curriculum for the associate's degree coincides with the courses and their sequencing for the baccalaureate degree programs. Students must complete the common core courses (GST150, ENG150, RTS210 and PHL220) and select courses from the core complement: one literature, one from mathematics, one from science, two from social science, one from religious and theological studies, and one from visual and performing arts.

Degree Programs

The University confers undergraduate degrees in the following disciplines:

Accounting (B.S.)
Administration of Justice (A.A.)
Administration of Justice (B.A.)
American Studies (B.A.)
Art History (B.A.)
Biology (B.A.)
Biology (B.S.)
Biology and Secondary Education (B.A.S.)
Business Administration (B.S.)
Chemistry (B.S.)
Cultural and Historic Preservation (B.A.)
Early Childhood Education (B.S.)
Economics (B.A.)
Economics (B.S.)
Elementary Education (B.S.)
Elementary and Special Education (B.S.)
English Literature (B.A.)
English Communications (B.A.)
English and Secondary Education (B.A.S.)
Environmental Studies (B.A.)
Financial Management (B.S.)
French (B.A.)
French and Secondary Education (B.A.S.)
Global Business and Economics (B.S.)
Global Studies (B.A.)
Health Care Administration and Management (B.S.)
History (B.A.)
History and Secondary Education (B.A.S.)
Marketing (B.S.)
Mathematics (B.A.)
Mathematics and Secondary Education (B.A.S.)
Medical Technology (B.S.)
Music (B.A.)
Music Education (B.A.S.)
Nursing (B.S.)
Philosophy (B.A.)
Political Science (B.A.)
Psychology (B.A.)
Religious and Theological Studies (B.A.)
Social Work (B.S.)
Sociology and Anthropology (B.A.)
Spanish (B.A.)
Spanish and Secondary Education (B.A.S.)
Studio Art (B.A.)
Theatre Arts (B.A.)

Joint Bachelor's/Master's Degree Programs

The University's joint bachelor's/master's degree programs offer students the opportunity to complete both a bachelor's and master's degrees within five, five-and-a-half or six academic years. Programs are offered in the following areas:

Administration of Justice and Homeland Security (B.A. and M.S.) – five years
Applied Behavior Analysis (BA and MA) – five years
Business Administration (B.A. or B.S. and M.B.A.) – five years
Health Care Administration and Management (B.A. or B.S. and M.S.) – five years
Holistic Counseling (B.A. or B.S. and M.A.) – six years
Humanities (B.A. or B.S. and M.A.) – five years
International Relations (B.A. or B.S. and M.A.) – five years
Management (B.A. or B.S. and M.S.) – five years
Rehabilitation Counseling (B.A. or B.S. and M.A.) – five and a half years

These programs are designed for the University's highly motivated and qualified undergraduates. Eligibility for the programs requires timely planning and coordination of the undergraduate and graduate curricula. Candidates for the programs apply by the end of the third year. Applicants should have a grade point average of at least 3.30 and should expect to take four graduate courses for 12 credits in the senior year— six credits apply toward the baccalaureate degree and six credits apply toward the master's degree. Final acceptance is conditioned on successfully completing the undergraduate degree. Students interested in pursuing one of these programs should contact the Office of Graduate Studies and Continuing Education to schedule an appointment to meet with the appropriate graduate program director as soon as they develop that interest.

Minors

The University offers a number of single discipline and interdisciplinary minors which students may complete to enhance their education.

Accounting
Administration of Justice
Applied Technology
Art History
Biology
Business Administration
Chemistry
Creative Writing
Cultural and Historic Preservation
Dance
Economics
English Communication
English Literature
Environmental Studies
Film

French
Global Business and Economics
Global Studies
History
Human Services
Mathematics
Music
Neuroscience
Philosophy
Political Science
Psychology
Religious and Theological Studies
Secondary Education
Sociology and Anthropology
Spanish
Special Education
Sports Management
Studio Art
Theatre Arts

Pre-Law

There is no single major that students should pursue to prepare for law school. Development of reading comprehension, writing, and analytical reasoning skills will assist in preparation for law school. It is helpful for students to be challenged by rigorous courses that differ from the chosen major in order to balance their education.

For admission, law schools emphasize the Law School Admission Test (LSAT) and the cumulative grade point average as well as extracurricular and community involvements. It is advised that students take the LSAT at the end of junior year after extensively studying for it.

Salve Regina University has a pre-law advisor who will consult with students interested in pursuing a career in the law.

Pre-Professional Health: Pre-Medical, Pre-Veterinary, Pre-Dental

Students who intend to pursue an advanced degree in medicine, dentistry, or veterinary medicine should consult the admission requirements for the professional schools in which they are interested. While most students pursue a Bachelor of Science degree in biology or chemistry, many schools are accepting students with degrees in other majors. An academic plan that takes into account professional school admissions requirements and admissions tests (GRE, MCAT, VCAT, and DAT) should be developed in consultation with the undergraduate pre-professional health advisor.

Degree Requirements

The minimum cumulative grade point average required to qualify for a Salve Regina University degree is 2.00. Some programs require a higher grade point average. Consult the program description in this catalog or the department for specific requirements.

Community Service Requirement

As part of the Feinstein Enriching America Program, all students must complete 10 hours of community service as a graduation requirement. This may be accomplished in numerous ways, including in the New Student Seminar or Transfer Student Seminar. Completion of the 10 hours of service must be documented in the Office of Community Service.

Baccalaureate Degrees

The minimum requirement for a bachelor's degree is 120 credits. A minimum of 36 credits, exclusive of credit by examination options, must be taken at Salve Regina as the residency requirement. Students pursuing the Bachelor of Arts and Science degree must satisfy the course and credit requirements of two major areas, one of a B.A. program, one of a B.S. program.

Students who are readmitted to the University must fulfill the residency requirement of 36 credits at Salve Regina University, 30 of which must be taken after readmission to the University.

The Bachelor of Arts degree in liberal studies requires students to complete a minimum of 24 credits in a concentration approved by the Department Chair or faculty advisor. A student may apply for this program after earning 90 credits.

Double Majors

Salve Regina University encourages students to consider a double major when feasible. Advisors and department chairs work with students to try and facilitate a double major and to determine whether the proposed major combination appears to be within the student's capabilities and achievable within a reasonable period of time. Students should be cautioned that it may not be feasible to complete a double major within four years or that summer courses and a heavier course load, including overload fees, may be required. Course cancellation, long-term illness, failure to pass a course, or other unforeseen situations may jeopardize the ability of the student to complete the double major. For the double major, especially careful advising that includes faculty members of both majors should take place.

Core and Core Complement courses may fulfill requirements for both majors. Any number of cross-listed courses may fulfill requirements for both majors.

If the student's two majors each require a thesis, the student may or may not be required to complete a thesis for each program. Whether one thesis could be submitted which would meet the thesis requirement for both programs will be decided by the chairs of the majors involved. If one thesis is approved for both majors, it carries only three credits. The additional three credits associated with a second thesis must be obtained by taking an additional course or other accepted academic work.

No more than 40% of courses in a double major may be counted for both majors. That is, at least 60% of the courses must be distinct.

Simultaneous Pursuit of Two Baccalaureate Degrees

The total minimum requirement for graduation with two baccalaureate degrees is 152 credits. A minimum of 72 credits, exclusive of credit by examination options, must be taken at Salve Regina as the residency requirement. Note that departmental requirements may necessitate course work in the concentration that will result in exceeding the minimum. In addition to satisfying specific major/minor and core curriculum requirements for each degree, the student must take for the second degree at least 32 credits in addition to those completed for the first degree, thereby earning the equivalent of five years of University study.

Second Degree Students

Students who have previously completed a baccalaureate degree and wish to pursue a second baccalaureate degree at Salve Regina University follow the regular application procedures. These students are classified as special students and must complete requirements in the major, as well as prerequisites, and core curriculum requirements in Religious and Theological Studies. Second degree students must complete a minimum of 36 credits in the second degree program at Salve Regina University to receive their degrees. International students whose first language is not English and who already possess a baccalaureate degree must complete the University's core curriculum requirements in Religious and Theological Studies and complete EAP courses through EAP104 and EAP111-EAP112, unless they have a minimum TOEFL score of 79 (550).

Associate of Arts

The minimum requirement for an associate's degree is 60 credits. A minimum of 36 credits, exclusive of credit by examination options, must be taken in course work at Salve Regina as the residency requirement.

Continuing Education

The Continuing Education program seeks to address the needs of adult learners by offering evening courses that meet at convenient off-campus locations, in a mixture of hybrid, 7-week compressed and traditional full semester courses. Such courses are available only to students enrolled in a continuing education program. Continuing education students are subject to academic and financial policies published in this catalog such as federal loan eligibility, satisfactory

academic progress, grading, and graduation. Course details and registration information for continuing education are published online at the Continuing Education website (<http://www.salve.edu/academics/continuinged/>). For information on the RN to BSN program, please see the Nursing section of this catalog, page 244.

Special Programs and Opportunities

Service Learning

Service learning is the integration of socially significant, field-based community service with learning and reflection in the context of an academic course. Participating in a service learning experience provides students with the opportunity to serve the community in a way that utilizes the knowledge and skills learned in the classroom. As such, service learning is an excellent way to live out the University's Mission to "seek wisdom and promote universal justice." Students are encouraged to participate in service learning in courses that offer this opportunity.

Interdisciplinary Programs

Shaped by our unique Mercy mission and location in historic Newport, interdisciplinary academic programs cross the boundaries between traditional departments and disciplines using a problem-focus or subject-themed approach. Foundational and cross-disciplinary courses are combined with internships, hands-on research and/or cohort experiences including study abroad in ways that allow students and faculty members to work outside their traditional departments and to connect fully with the local community, and wider world. The following majors and programs are designed especially for students who want to work beyond just one discipline: American Studies, Cultural and Historic Preservation, Environmental Studies, Global Studies, Pell Honors, VIA (Vital Studies for Whole Life Design.)

Pell Honors

Pell Honors students must maintain a minimum 3.3 cumulative grade point average to remain in the program. For more information see page 258.

The Pell Honors program promotes the University's Mission of preparing students to serve the community, to seek peace and justice in the world, and to be responsible citizens at the local, national, and international levels.

The Pell Honors program is highly selective, but is open to students in any academic discipline. Students who receive the Dean's, Trustee's, McAuley or Presidential Scholarships, or who are nominated by a Salve Regina University faculty member or the Office of Admissions are invited to apply for acceptance into the program. Students who earn at least a 3.75 GPA in their first semester at Salve Regina University may also apply by submitting a letter of request, which is followed by an interview with the Director of the Pell Honors program, and at least one letter of recommendation by a Salve Regina University faculty member.

Students pursue a challenging course of study comprised of courses linked thematically to the Pell Center's focus on citizenship and public service, and the ideals that characterized Rhode Island Senator Claiborne Pell's long and illustrious career in the United States Senate. The honors program extends through the traditional four years of baccalaureate study and consists of four main components:

1. Specially-designed honors sections of the New Student Seminar and core courses;
2. Co-curricular activities connected with the Pell Center;
3. A junior-level internship or study-abroad experience;
4. A Pell Honors Capstone Experience (GST450).

VIA

The VIA Program, "Vital Studies for Whole Life Design," is a program of six challenging interdisciplinary courses in which students work together with teachers and other students as a team. Students in the VIA program will take one course together each semester beginning in the freshman year and continuing until graduation. The courses cover many areas of study, but focus in particular on the "great ideas" in history that teach us how to construct the "Good Life." Taken together, these courses provide a "pathway" ("via" in Latin) to graduation and to the best preparation for life in the 21st century.

English for Academic Purposes

At Salve Regina University, English as a second language is offered through the English for Academic Purposes (EAP) program. As part of the Academic Development Center, the EAP program is dedicated to providing language tutoring and resources that address the specific needs of the students who are non-native speakers of English. Experienced and supportive tutors are available for both occasional and regularly scheduled academic assistance. The EAP coordinator evaluates the language skills of each student and designs a program of study appropriate to each student's current level of fluency. Regardless of initial placement, all students complete coursework through EAP104 and EAP111-EAP112.

Internships

Internships provide opportunities for students to apply knowledge and skills learned in the classroom within professional settings in a variety of organizations. Students may identify internship opportunities with the help of departmental faculty members and the Office of Career Development. An internship is both an academic and practical experience that requires guidance from a faculty sponsor and an internship site supervisor. The student, faculty sponsor, and site supervisor complete and sign an internship learning agreement which specifies the student's role, responsibilities, and academic requirements for the internship. Students must work at least 105 hours to earn 3 credits. 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 internship learning agreement. Interns must have a minimum GPA of 2.00 (higher, in some departments) to complete an internship for credit. Students considering an internship for credit should consult with the Department Chair during the semester prior to the internship for guidance and departmental requirements. The Office of Career Development can assist students who are interested in internships that will not carry academic credit.

Office of International Programs

In support of the mission of Salve Regina, the Office of International Programs actively promotes international and intercultural understanding and enriches the curricular and co-curricular environment by facilitating the exchange of people and ideas and assisting in the development of the skills and attitudes necessary for our graduates to function as global citizens. The office supports study abroad and exchange programs, international student admissions and international student services as well as a range of on-campus programming such as International Education week, held annually in November.

International Student Services

The Office of International Programs assists prospective international students with the application process and newly accepted students with all pre-arrival steps including travel documentation. The Office hosts a mandatory week long international student orientation. In addition, a dedicated team supports enrolled international students throughout their degree program or exchange stay with federal and state regulations affecting international students (immigration, taxes) as well as offering academic, cultural and personal support and programming to meet the specific needs of international students.

Study Abroad

The Office of International Programs provides advising and assistance to Salve Regina students who wish to study abroad as part of their degree program. In conjunction with Salve academic departments, partner universities and affiliate program providers we offer short term, semester and year-long programs throughout the world. Academic prerequisites and admission requirements vary by program. Students wishing to pursue any of these opportunities must complete an application at the Office of International Programs. Federal Financial Aid and institutional aid is applicable to many, but not all, selected and approved semester and academic year study abroad programs. Students should consult with their Study Abroad advisor as well as the Office of Financial Aid to consider their various options.

Military Science and Leadership (Army ROTC)

Army Reserve Officers Training Corps (ROTC) is offered by Salve Regina in cooperation with the University of Rhode Island, and is available to all students. The Army ROTC program is normally taken in sequence over four years, but convenient options are available for three- and two-year programs.

The military science courses listed below serve as electives designed to complement the various undergraduate majors available at Salve Regina. They emphasize development of individual leadership ability and preparation of the student for future leadership roles in the Army. Professional military education skills such as written communications, human behavior, history, mathematical reasoning and other skills, are fulfilled through the combination of the core curriculum and military science.

Significant scholarship opportunities are available to students participating in the ROTC program, based on performance and not on financial need. Although enrollment in ROTC courses does not constitute joining the U.S. Army, nor does it constitute an obligation to do so, physically qualified American citizens who complete the entire ROTC program are eligible to be commissioned in the U.S. Army. Delayed entry into active service for the purpose of graduate study is available.

MSL101: Introduction to Leadership I 1 credit
Introduction to leadership dimensions while presenting a big-picture understanding of a leadership development program. Students have the option of participating in events including rappelling and land navigation. No military obligation is associated with this course.
Open to all levels.

MSL102: Introduction to Leadership II 1 credit
Overview of leadership fundamentals such as problem solving, public speaking, providing feedback, and using effective writing skills. Topics cover general knowledge of skills such as first aid, marksmanship, survival and orienteering. No military obligation is associated with this course.

MSL201: Leadership and Military History 3 credits
Study of innovative leadership styles and Army tactics by examining key battles throughout history. Case studies will provide a tangible context for learning ethical decision making and warrior ethos as they apply in the contemporary operating environment.
Open to all levels.

MSL202: Leadership and Team Building 3 credits
Examines the challenges of leading teams in the complex contemporary operating environment (COE). This course highlights dimensions of terrain analysis, patrolling and operation orders in the context of military operations.
Open to all levels.

MSL300: Leadership Training Internship 6 credits
Four-week paid summer internship held at Fort Knox, Ky. Upon completion, the student will receive six credits and meet the requirements of the 100 and 200 level studies and qualify for continued studies in leadership development.
Permission required, contact a Military Science Department advisor.

MSL301: Advanced Leadership Management I 3 credits
Integrates the principles and practices of effective leadership and personal development in order to adequately prepare you for the U.S. Army's Leader Development and Assessment program.
Permission required, contact a Military Science Department advisor.

MSL302: Advanced Leadership Management II 3 credits
Builds on the foundation of MSL301. The focus is on developing students' situational leadership abilities to enable them to succeed in demanding, realistic, and stressful practical exercises requiring mental and physical agility.
Permission required, contact a Military Science Department advisor.

MSL401: Adaptive Leadership 3 credits
Students will experience opportunities in planning and leading student operations in order to develop as adaptive leaders. Classroom and situational leadership experiences are designed to prepare students for their first work place experience.
Prerequisites: MSL301, MSL302, or permission. Contact a Military Science Department advisor.

MSL402: Adaptive Leadership in a Complex World 3 credits
Explores the dynamics of leading in complex situations. Differences in cultural customs and courtesies, law of land warfare, and rules of engagement in the face of international terrorism are studied.
Prerequisites: MSL301, MSL302, and MSL401, or permission. Contact a Military Science Department advisor.

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 range from failure for the work involved to failure in the course. A record of violations and sanctions is maintained in the student's file. Any violation may result in dismissal from the University. 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, whether it occurs in class, on campus, or on the Internet. 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). The University is guided by the principles that the privacy of an individual is of great importance and that as much information in a student's file as possible 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 the release and disclosure of information are available from the Office of the Registrar. These guidelines comply with FERPA and Students' Right to Know/Campus Security Act of 1990. An annual notice is published online and sent to students. A detailed description of student rights under FERPA is contained in the student handbook. Required undergraduate and graduate student theses and other papers authored by students may be made available by the University for the research purposes of third parties with students' permission.

Class Attendance

Students are expected to attend all scheduled class sessions and to fulfill the requirements of each course as established by the instructor. Each instructor has the right to determine the norms for attendance as well as all other requirements for the course. Once the norms are announced by the instructor, students are obliged to abide by them.

Should illness prevent attendance at class, students are responsible for contacting their instructors directly to notify them and to arrange how missed work may be completed. The student should be aware of the class policies regarding missed exams and the submission of late assignments. The completion of missed work is not always permissible according to class policies.

Students who miss a class session due to representing the University at an official function are obliged to notify the instructor and to be guided by the course policy and the instructor's advice.

It is the responsibility of the student to consult with his/her instructors and their academic advisor if he/she knows of some circumstance that will necessitate an extended absence from classes.

Administrative Withdrawal

It is the responsibility of the student to notify the University of any 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 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 who have attended no class sessions of a course or courses for which they are registered by the end of the drop/add period will be withdrawn from the course(s). If a student never attended any courses during the drop/add period, the student will be withdrawn from his/her full schedule of courses.

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 has not been admitted to the University and is not accepted into 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, after the registration period for matriculated students.

Full-time/Part-time Status

Undergraduate students registered for a minimum of 12 credits are considered full-time students. Students who register for 11 or fewer credits are part-time students. For financial aid and athletic eligibility, students need to be making satisfactory academic progress.

Class Standing

Matriculated students are classified as freshmen, sophomores, juniors, or seniors according to the number of credits completed, not the number of years enrolled.

Freshman: 0-29 credits completed

Sophomore: 30-59 credits completed

Junior: 60-89 credits completed

Senior: 90 or more credits completed

Academic Course Load

Most baccalaureate programs are structured so that students may complete their requirements in four years of full-time study. This is accomplished by successfully completing an average of 15 credits per semester (30 credits per year). Students normally complete between 12 and 17 credits each semester for a minimum of 120 credits required for the baccalaureate degree. It may be advisable for some students to register for a reduced course load to ensure their potential success. Should such a plan be advised, the student will not be able to complete a baccalaureate program within the usual four-year period without at least some summer study, or in exceptional circumstances, possibly an additional semester or year at the University.

Students pursuing a full-time load may take up to 17 credits per semester. Students who wish to register for more than 17 credits must have a cumulative GPA of 3.00 or higher to qualify. Each additional credit will be subject to an additional tuition charge on a per-credit basis. Rates are published online on the salve.edu web page.

One-Credit Units

To enhance educational opportunities and promote wellness, Salve Regina University offers a number of one-credit courses. The one-credit offerings include physical education, music, special interest workshops, service learning, and seminars related to departmental majors. Students may apply up to eight one-credit units toward the graduation requirement of 120 credits for baccalaureate degrees. Of these eight, only four in physical education may be included. Any one-credit units required either by the University, or by a department, will apply toward the graduation requirement over and above the usual limit of eight.

For the associate degree, up to four one-credit units may be applied toward the 60-credit graduation requirement, with no more than two in physical education.

University Course Numbering System

001-099: Special undergraduate courses, usually of a weekend workshop nature.

100-299: Lower division undergraduate. Primarily freshman and sophomorelevel undergraduate courses.

300-499: Upper division undergraduate. Primarily junior and senior levelundergraduate courses.

500-599: Graduate level courses for credit toward master's degrees.

600-699: Post-graduate level courses for credit toward the Ph.D. degree and Certificate of Advanced Graduate Studies.

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.

Students may drop and add courses without academic penalty during the dates indicated in the Academic Calendar. The option to add a course includes only those courses where space is still available during the drop/add period. If a student has not officially dropped a course or received an approved course withdrawal by the completion of the semester, the instructor must submit a final grade for the student.

Student Responsibility

It is the responsibility of students to review the requirements for their degree program and select appropriate coursework. Students easily monitor their progress by consulting the online Academic Evaluation for each program of study and by consulting the undergraduate catalog for major, minor, and core curriculum requirements.

Declaration of Major/Minor

Each student must officially declare a major with the Department Chair (or for interdisciplinary majors, with the coordinator) of his or her intended major. Declaration requires meeting the standards of the chosen department, completing any appropriate application procedures established by the department, and submitting an official declaration of major form to the Office of the Registrar. Students generally declare a major during their sophomore year, but must declare once they have reached junior standing (60 credits). Specifying a preferred major at the time of admission assists advisors in planning your course work, but does not constitute declaration of major.

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. Name changes must be accompanied by official documentation with the new name.

Registration Holds

In order to register each semester, all students must have clearance from the Business Office, Financial Aid, Health Services, the registrar, and their academic advisor. Details are published online and available for students through the University portal.

Registration Requirement for Class Attendance

Students who are not registered by the last day to change semester registration may not attend classes that semester. See the academic calendar for specific dates.

Auditing Courses

Students in good academic standing may audit courses (register courses for non-credit). Students may register for a course as audit, change from audit to credit or vice-versa only during the drop/add period as noted in the Academic Calendar. No academic credit is granted for audited courses, and on successful completion, a grade of "AU" (audit) is recorded on the transcript.

For undergraduate courses, auditors must fulfill course requirements except for the final examination. (For graduate courses, audit requirements are determined by the instructor.) At both levels, failure to satisfy the course requirements for auditing is a ground for removal of the audited course from the student's record.

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 available online in the 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. While completion of a baccalaureate program is usually a prerequisite for enrolling in graduate courses, undergraduate students who have demonstrated outstanding achievement may apply to enroll in graduate-level course work for undergraduate credit.

Independent Study

Independent study involves specialized subjects outside the regular undergraduate catalog. While it is expected that most students will be able to develop a complete program of study from regularly scheduled course offerings, there are situations in which a student may benefit from independent study. Students interested in independent study, and who have a cumulative GPA of 2.75 or higher, should consult an appropriate faculty mentor, discuss the planned project, complete and submit a special enrollment form available in the Office of the Registrar with noted approvals, and will be registered 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.

Directed Study

Directed study involves regular undergraduate catalog courses offered to individual students.

Students should consult the appropriate department chair, complete and submit a special enrollment form available in the Office of the Registrar with noted approvals. If the student is not required to take the course to fulfill graduation requirements, or can defer taking the course as a classroom experience to a later semester without jeopardizing his or her academic program, the directed study will not be approved.

Withdrawal from a Course

In withdrawing from a course, time is of the essence, both for tuition reimbursement and for academic grades of “W” which do not negatively affect the grade point average. Permission must be obtained from the instructor and the Office of the Registrar before published deadlines using official course withdrawal forms. For grading purposes in regular semester courses, the deadline is published in the academic calendar as “last day to withdraw from a semester course with a grade of “W.” For classes scheduled to meet half a semester or less, the deadline is the halfway point of the course (contact Office of the Registrar for details on a specific course). For withdrawals after the deadline, the final grade will be “WF.” If a student stops attending a course at any time without withdrawing, the final grade will be “F.” Grades of “F” and “WF” are equivalent in calculating the grade point average. Course withdrawal forms are available in the Office of the Registrar. The grading policy is published online and elsewhere in this catalog. The refund policy is also available online.

Workshop Attendance

Given the concentrated nature of academic workshops, it is highly important for students to attend all sessions of each workshop, and to be on time. As workshops begin on various dates during the semester, students may add a workshop any time before the starting date if spaces are available. Students who wish to drop a workshop must do so two days prior to the start of the workshop. Students who fail to attend a workshop for which they are registered, and who fail to drop by this deadline, will receive a grade of “NC” (No Credit.)

Leave of Absence

General Leave of Absence Policy

Students in good academic and judicial standing who wish to interrupt their studies for the next semester may apply for a leave of absence by contacting the appropriate academic dean. If the leave is granted, the student must complete and submit the University Leave of Absence form, with all required signatures, to the Office of the Registrar. Leaves of absence are not typically granted retroactively and should be requested one month prior to the semester in which the leave will be taken. A student on leave maintains active status at the University and cannot be enrolled for credit elsewhere. Leaves of absence are granted on a semester by semester basis. The University may initiate a student's withdrawal when the student has not registered for two consecutive semesters.

To apply for a leave of absence, undeclared students and those majoring in Arts and Sciences programs should contact the Dean of Arts and Sciences in McAuley Hall. Students majoring in Professional Studies programs should contact the Dean of Professional Studies at 51 Shepard Avenue.

Emergency and Medical Leaves of Absence

In emergency or medical situations where a student in good academic and judicial standing cannot continue to attend classes after the start of a term, but intends to return to the University, a leave of absence may be granted. Medical leaves are granted by the Dean of Students; students should consult the voluntary and involuntary leave of absence policies in the Salve Regina Student Handbook for further information.

Return to Campus after Leave of Absence

Students who intend to return to their studies after a general leave of absence should submit a written request explaining their intent to register for the following term to the dean who granted their leave of absence: the Dean of Arts and Sciences, the Dean of Professional Studies, or the Dean of Students. For spring semester return, students should apply by December 1. For fall semester returns, students should apply by July 1. Requests to return following an emergency or medical leave will be evaluated by the Dean of Students in consultation with Health Services and/or Counseling Services.

Where appropriate, students should consult with the Office of Financial Aid prior to applying for or returning from a leave of absence. The University strongly encourages all students to consider purchasing tuition insurance.

Withdrawal from the University

Students who wish to withdraw from the University during a semester or at the end of a semester do so through the Office of the Registrar. An official withdrawal form is required, available in the Office of the Registrar. The student must meet with key members of Student Affairs, Financial Aid and the Business Office. The University may initiate a student's withdrawal when the student has not registered for two consecutive semesters without securing a leave of absence.

It is important that students who wish to withdraw complete the form as soon as the decision is made. The date of an official withdrawal determines the amount of pro-rated tuition. Students who are recipients of financial aid must arrange for an exit interview with the Director of Financial Aid. Awards are adjusted accordingly for the withdrawing student.

Transcript Services

Salve Regina University transcripts are released only when a student submits a written, signed request and pays the transcript fee, except when mandated by law. Transcripts are available in the Office of the Registrar. Request forms are available online on the Registrar's Office web page on www.salve.edu. Transcript services may be denied to students with outstanding financial obligations.

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.

Transcript service may be suspended during the final grading period.

Transfer Credit and Advanced Placement Policy

Transfer Credit

Credit is normally granted for courses previously taken at other regionally accredited postsecondary institutions with a grade of "C" or above when the course work is comparable to that of Salve Regina University and does not duplicate another course for which credit has been granted. Grades of "C-" or lower, and "Pass" do not qualify for transfer. Qualifying credits earned prior to matriculation are accepted in transfer and are designated on the Salve Regina transcript with the grade P (Pass) with no effect upon the grade point average.

Undergraduate students accepted with transfer credits are classified as freshman, sophomore, junior, or senior according to the number of credits accepted in transfer.

Advanced Placement Program (AP)

The University grants academic credit to students of superior ability who have acceptable scores in the Advanced Placement Tests given by the College Entrance Examination Board. Advanced standing and the actual number of credits to be granted are determined by the University after a review of the applicant's record and acceptable test scores. A detailed listing of credits granted and acceptable test scores is available online on the Registrar's Office web page.

High School Program

High school students of high academic ability may, with the recommendation and written approval of their counselors, enroll in certain specified courses at the University and obtain credit to be applied toward the baccalaureate degree.

Dual Enrollment

Students who earn college credit while still enrolled in high school can transfer those credits to Salve Regina provided the course(s) meet the normal transfer credit criteria listed above. The student must have the official college transcript sent to the Office of the Registrar. A maximum of 15 college credits earned while in high school will be applied toward the baccalaureate degree.

International Baccalaureate

The University grants credit to students who achieve acceptable scores in the courses of the International Baccalaureate Program. The actual number of credits awarded is determined after the applicant's record and official IB transcript are reviewed. A detailed listing of credits granted and acceptable test scores can be found on the Registrar's Office web page.

College Level Examination Program (CLEP)

Matriculated undergraduate students who have developed competence in basic subject areas may demonstrate their proficiency by taking the CLEP examinations and receive credit for acceptable scores on CLEP tests offered by the College Board.

Transfer students may receive credit from CLEP examinations taken prior to enrollment at the University provided that their scores meet Salve Regina University standards. Students will not be awarded duplicate credit for areas in which transfer, course, or examination credit has previously been granted. A detailed listing of credits granted and acceptable test scores can be found online on the Registrar's Office web page.

Credit for Learning Associated with Life Experience

The University awards academic credit for the learning associated with life experience. A student applying for life experience credit must be a matriculated undergraduate at the University. The procedure for submitting a portfolio for evaluation is available from the Office of the Registrar. Ordinarily, a limit of nine

credits may be earned through this process and applied toward an undergraduate degree. There is a fee for each life experience evaluated and awarded credit.

Credit for Learning Associated with Military Experience

The University uses the baccalaureate-level recommendations from the Guide to the Evaluation of Educational Experiences in the Armed Services as a basis upon which to grant credit for certain military experiences. Ordinarily, a limit of nine credits may be earned on the basis of military experience and applied toward an undergraduate degree.

Study at another University

Matriculated undergraduate students, who are not on a leave of absence and have good reason to take courses at another regionally accredited institution, whether in the United States or abroad, must complete the Transfer Credit Approval form, obtain the approval of the respective Department Chair, before registering at the other institution. Forms for approval are available in the Office of the Registrar. Approval ensures that credits will be accepted when course work is completed with a grade of “C” or higher. Courses with grades of “C-” or lower and “P” are not accepted in transfer. Students must request an official transcript be mailed to the Registrar upon completion of the course. A limit of three courses may be pursued at another institution and applied toward the number of courses and credits required for an undergraduate degree. Only credits are transferred in and are counted in the total credits completed toward the degree.

Graduation Policies and Procedures

Graduation Requirements

Students are responsible for periodically reviewing their progress and completing all required coursework for their degree, including the Core Curriculum, and for reviewing the Academic Evaluation which may highlight deficiencies. Students must meet the following requirements to qualify for graduation:

- Declare a major and, if appropriate, a minor. Usually the major should be declared by the end of the sophomore year.
- Complete all major and core curriculum requirements.
- Successfully complete at least 120 credits.
- Be in good academic standing.
- Earn at least the minimum number of credits for the degree.
- Earn at least the minimum grade point average required for the degree program. (Minimum grade point average is 2.00 for most programs. However, certain programs require a higher grade point average as specified in the program section of the undergraduate catalog).
- Satisfy the residency for the degree.

- Complete an Application to Graduate by the due date published in the Academic Calendar.
- Complete the University's community service requirement as part of the Feinstein Enriching America Program.

Degrees are conferred only when all academic requirements have been completed.

Graduation Procedures

Students intending to graduate at the next commencement must complete an Application to Graduate in the Office of the Registrar no later than the published deadline during the fall semester. Along with the form, the student is expected to submit:

- All official transcripts of courses to be applied toward the degree.
- All forms for life experience credit, credit by examination, military experience, CLEP, or Advanced Placement. (All fees, if applicable, must be paid in full.)
- The proper major/minor declaration forms.
- Registration for outstanding course work for the degree.
- Any balance on the student's account must be paid in full in order to participate in commencement.

An exit interview with the Director of Financial Aid is required prior to graduation, if applicable. In addition, graduating students are expected to participate in the online senior exit survey, which provides an opportunity for students to give important feedback about their experience at the University.

Baccalaureate degree candidates who will have no more than six credits to earn after the May commencement date and who will complete their final degree requirement during the next academic term may qualify to participate in graduation ceremonies along with those who will graduate in May. Students must complete a contract by April 15 indicating how they plan to complete their remaining requirements. Such students are subject to the published deadline to apply to graduate during the fall semester. All credits to be applied toward the degree must be completed by December 31 of the year in which the degree is awarded. Failure to complete all pending requirements in the allotted time will result in the requirement to contact the Office of the Registrar in order to re-apply to graduate.

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

Graduation Honors

Baccalaureate degree candidates are awarded graduation honors on the basis of the cumulative grade point average when all degree requirements are completed. Honors are determined by the cumulative grade point average for all semesters of study at Salve Regina University. Only students who have completed at least 60 credits (two full years) at Salve Regina University are eligible for honors.

Honors are:

- cum laude (with honor): 3.60 GPA
- magna cum laude (with high honor): 3.75 GPA
- summa cum laude (with highest honor): 3.90 GPA

Every graduating class shall have one valedictorian who:

- Holds the highest cumulative grade point average at the end of the seventh semester.
- Has completed at least 60 credits (two full years) of regular course work at the University (exclusive of credit by examination options).
- Will have completed all baccalaureate degree requirements by the graduation date.

Grading Policy

Student grades on the undergraduate level are reported as follows with the accompanying quality point values:

| Grade | Point Value | Numerical Equivalent |
|------------------|-------------|----------------------|
| A Excellent: | 4.00 | 95-100 |
| A- | 3.70 | 90-94 |
| B+ | 3.30 | 87-89 |
| B Above Average: | 3.00 | 84-86 |
| B- | 2.70 | 80-83 |
| C+ | 2.30 | 77-79 |
| C Average: | 2.00 | 74-76 |
| C- | 1.70 | 70-73 |
| D Below Average: | 1.00 | 65-69 |
| F Failure: | 0.00 | Below 65 |

P Pass Carries no quality points. Indicates that a student registered on a Pass/Fail basis and passed. Students receive credit for such courses but “P” has no numerical equivalent and not computed in the average.

I Incomplete: Given when a course requirement has not been met. Must be resolved by the date on the incomplete form or I becomes F. Incompletes may not extend beyond the last day of the following semester.

AU: Audit: No credit. Students fulfill course requirements except for the examination.

W: Withdrawal: Withdrawal from a course with permission. No credit.

WF: Withdrawal F: Withdrawal from a course without permission or after the date designated in the academic calendar for withdrawal without penalty. Also given to a student for behavioral or academic reasons prior to the recording of the final grade. No credit is earned and is computed as “F” in the grade point average.

NC: No Credit: Reserved for Workshops when a student fails to attend or drop the workshop.

Incompletes

On rare occasions, in consultation with the faculty, students may gain permission from their instructors to be given the grade of incomplete. The student must submit the approved form (specifying the work to be completed) with appropriate signatures to the Office of the Registrar before final exam week to become valid.

Normally, incompletes are granted for a circumstance beyond the student's control. The student may request an incomplete for academic reasons (e.g., unanticipated difficulty in obtaining research materials, failure of a critical experiment, etc.) or for some non-academic reasons, such as illness or the death of a loved one. No incomplete will be approved prior to the mid-point of the semester. Once approved, no incomplete may continue beyond the last day of the following semester.

Final Examinations

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

Online Grade Reports

Students obtain semester grades online by accessing "MySalve" and logging into "Web Advisor for Students." 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 online.

Parents who wish a copy of the grade report should ask their student to print a copy for their use. Parents whose students have filed a parental release form have the option of requesting a grade report to be mailed to the home address. Such requests must be made in writing to the Office of the Registrar.

Falsifying Educational Records

Tampering with educational 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, diploma, 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 educational records. Penalties for violating such laws can include substantial fines and/or imprisonment.

Grade Review

All requests for a review of a semester grade must address the process followed in calculating the final grade and not the instructor's judgment 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 should adhere to the following process and schedule:

1. A request for a review of a semester grade must be made in writing, through a formal letter rather than an e-mail, by the student to the instructor of the course no later than 30 days after the date semester grades become available to students online at "MySalve." The student sends a dated hard copy of this request to the Department Chair and to the appropriate Dean.
2. Within 10 working days of the receipt of this request, the instructor shall forward to the student, the Department Chair, and the Dean a grade review in writing. The grade review will consist of:
 - a. A copy of the course syllabus outlining methods of evaluation such as 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 Department Chair in which the course was offered within 10 working days of the receipt of the review, or, if the instructor is also the Chair, directly to the Dean. The Chair or Dean will have 10 working days in which to respond. If necessary, a final appeal may be made to the appropriate Dean within 10 working days of the Chair'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. If a course is repeated for an improved grade, the lower grade is excluded from the GPA and duplicate credits are excluded from the cumulative total, however the course and grade remain on the transcript.

Dean's List

The Dean's List is compiled each fall and spring semester recognizing the academic achievement of matriculated undergraduate students who meet the following criteria:

- A semester grade point average of 3.60 for full-time students completing at least 12 graded credits.

- A semester grade point average of 3.80 for part-time students completing at least six graded credits.

Academic Evaluations

Decisions regarding student status at the University level, or within a particular department, are based on the transcript current at the time the decision is made. Subsequent changes to the transcript will not retroactively alter student status.

Good Academic Standing

Full-time matriculated students are in good academic standing when they earn semester and cumulative grade point averages (GPA) of at least 2.00 and successfully complete a minimum of 24 credits each year. Part-time students are making satisfactory academic progress and are in good academic standing when they successfully complete a minimum of 12 credits each year and earn a grade point average of at least 2.00.

To graduate, students must achieve a cumulative grade point average of at least 2.00. However, certain programs require students to earn a higher cumulative grade point average and/or a higher grade point average in courses that apply to the major program. Consult the program section of this undergraduate catalog or the department for the specific requirement.

Satisfactory Academic Progress

Satisfactory academic progress implies reasonable assurance that students can complete all degree work within 5 years. Failure to maintain satisfactory academic progress can impact the student's ability to receive financial aid, athletic eligibility and ability to remain enrolled at the University.

Full-time students make satisfactory academic progress by achieving the following cumulative grade point average and credit criteria each semester.

| Time Period | GPA | Credits |
|----------------------------|------------|----------------|
| First Year | | |
| Fall Semester | 2.00 | 12 credits |
| Spring Semester | 2.00 | 24 credits |
| Second Year | | |
| Fall Semester | 2.00 | 36 credits |
| Spring Semester | 2.00 | 48 credits |
| Third Year | | |
| Fall Semester | 2.00 | 60 credits |
| Spring Semester | 2.00 | 72 credits |
| Fourth Year | | |
| Fall Semester | 2.00 | 84 credits |
| Spring Semester | 2.00 | 96 credits |
| Remaining Semesters | | |
| First | 2.00 | 108 credits |
| Second | 2.00 | 120 credits |

Mid-Term Grade Evaluation

To ensure that students receive appropriate academic advisement, faculty are asked to submit mid-term grades for students whose performance in a course is below a “C” during the seventh week of each semester. These students are encouraged to seek extra assistance from the instructor or from the Academic Development Center. Students who receive three deficient grades or more are scheduled to meet with their advisor and/or the Director of the Academic Development Center to discuss strategies for improvement. This service is provided to assist students in achieving academic success. However, students are responsible for being aware of their own standing in each class and for taking action for improvement when needed.

Final Grade Evaluations

At the end of each semester, the Academic Standing Committee evaluates the grade reports of students who are not in good academic standing as well as those whose semester GPA is below the minimum 2.00. The severity of the situation may affect the student’s registration for the subsequent semester or continuance at the University. Meetings with Academic Development Center staff are recommended or required accordingly. Recommendations and/or continuance criteria are mailed to the student.

Academic Probation

Students whose cumulative GPA falls below 2.00 are placed on academic probation. The purpose of academic probation is to alert the student that serious problems exist in his/her academic performance which require carefully planned corrective measures in order to improve the GPA and return to good academic standing. If unresolved, these problems will prevent further studies and achievement of the student’s educational objectives. Written notice is provided by the Office of the Registrar both to the student and to faculty advisor(s) shortly after semester grades are processed.

Students on academic probation must work with staff in the Academic Development Center to develop a plan to return to good academic standing. Probationary students who are allowed to continue at the University will remain on probation as long as their cumulative GPA remains below 2.00.

Academic Dismissal

Students on academic probation must make significant improvement in each subsequent semester by achieving a semester GPA of at least 2.00 in order to continue their enrollment for an additional semester. Students on probation who do not meet this goal are subject to academic dismissal. Students who are dismissed may make a written appeal to the provost. International students studying on a nonimmigrant visa should consult with the appropriate designated school official to review visa status issues and alternatives. Students will receive a written notice of this decision, including a process for appeal.

A student who has been academically dismissed may submit a written appeal to the provost, following the process specified on the dismissal notice. In consultation with the Academic Standing Committee a decision regarding an appeal will be communicated to the student in writing. If readmission is granted, a student will be re-enrolled on academic probation and will be informed of specific academic criteria and expectations in writing. Students reinstated by appeal may not, if dismissed again in subsequent semesters, submit any further appeals for readmission.

Academic Support

Academic Advising

Academic advising is a fundamental component of the learning process for students at every stage of their academic journeys. It is through their relationships with New Student Seminar and departmental faculty advisors that many students begin to synthesize their academic and personal goals, explore the linkages between the core curriculum and their chosen field(s) of study, and learn valuable skills in planning, time management, and making the best use of the many academic support and social services available to them at Salve Regina University.

Developmental advising strategies provide important scaffolding for each student's intellectual and social growth. As classroom teaching methods have become more learner-centered and intentionally geared toward helping students integrate conceptual and practical knowledge, so has the academic advising relationship become identified as one that involves both student learning and acquisition of transferable problem-solving skills. Salve Regina University is committed to the academic success and development of its students. As freshmen, students are assigned an advisor who is also their instructor for the New Student Seminar. As part of the seminar, students are encouraged to connect with faculty and students in their prospective area of academic interest. Once a student has declared a major, a faculty advisor in that program area is assigned to the student. The faculty advisor can assist the student with program-specific issues, including course selection, preparation for graduate study or career, and achieving a greater understanding of the field of study. Students are encouraged to develop a relationship characterized by frequent and open communication with their academic advisor to increase their opportunities for academic success, intellectual growth, and achievement of academic goals.

Academic Development Center

The Academic Development Center (ADC) offers support to students in four key areas: Subject Tutoring, the Writing Center, Disability Services, and English for Academic Purposes (EAP). Services are appropriate for students at all levels of ability and academic performance, i.e. for struggling students as well as for advanced students seeking to raise their level of performance. There is no additional cost to matriculated students for these services. Subject Tutoring and

Writing Center services are provided by talented and highly trained peer tutors. Drop-in service is available for writing assignments; and all tutoring, whether subject or writing, is available by appointment.

Disability services at the ADC ensures students equal and integrated access to all of the University's programs in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Students with disabilities are entitled to reasonable accommodations and individual assistance that will allow them to participate fully in all University programs. Call (401) 341-3150 for more information or see the Accessibility of Programs and Services section in this catalog.

The English for Academic Purposes program offers assistance to students whose first language is other than English. The EAP programs offers four academic courses in addition to individual and group tutorial support, supplementary educational materials, and other language support opportunities (e.g. opportunities to practice English in informal settings). The EAP coordinator works closely with academic advisors and consults frequently with faculty to provide the best support possible.

Study skills, time management, organization and test-preparation assistance, as well as support for students on academic probation or academically at-risk are also provided by the Academic Development Center. Students interested in any of the above services can inquire at the ADC front desk in McAuley 101, by emailing ADC_staff@salve.edu or by calling (401) 341-2226.

The Library

Salve Regina's McKillop Library contains over 150,000 printed volumes and maintains subscriptions to over 100 online databases with links to 70,000 full-text journals. 100 public computers are scattered throughout the building to provide access to the internet, licensed information resources, and software to support curriculum assignments. Remote access to online resources is available to students and faculty 24 hours per day via the internet. The Learning Commons on the main floor is configured with collaborative furnishings for groupwork, and also includes a multipurpose classroom equipped with laptops and an instructor's workstation for group, hands-on, classes and meetings. The library is open over 100 hours/week and overnight hours are offered at the end of each semester.

In 1999 the library joined the HELIN system (Higher Education Library Information Network), a consortium of over twenty academic and special libraries that share a common Innovative Interfaces library catalog. Through HELIN, students and faculty may initiate direct online requests to borrow over six million items jointly held by member libraries. The library is also member of the Consortium of Rhode Island Academic and Research Libraries (CRIARL), a group of twenty research libraries that shares resources through interlibrary loan. As a member of the Library of Rhode Island Network, the library enjoys daily delivery service to satisfy users' requests for materials held by other libraries

within the state. Requests for materials not held by HELIN or CRIARL libraries are available through the OCLC interlibrary loan system, an international database of the holdings of 72,000 libraries worldwide. The library is also a partial United States Government Documents Depository Library and makes its resources available to the Newport community at large.

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 Institutional Review Boards (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 specific research is reviewable or not and all faculty, staff and students must contact the SRU-IRB for input when contemplating undertaking research.

Honor Societies

Alpha Mu Alpha

Alpha Mu Alpha National Honor Society recognizes academic achievement of graduating seniors who hold active membership in Salve Regina University's chapter of the American Marketing Association.

Alpha Phi Sigma

Alpha Phi Sigma, the National Criminal Justice Honor Society, is a nationally known honor society for undergraduate and graduate students majoring in Administration of Justice. The society recognizes students who have demonstrated high standards of academic excellence, leadership, and service. Its specific goals are to honor academic excellence, promote community service, enhance educational leadership, and encourage unity.

Chi Alpha Sigma

Chi Alpha Sigma is the National College Athlete Honor Society. The society recognizes student-athletes who have excelled both academically and athletically while in college. In addition, it encourages good citizenship, moral character and sportsmanship.

Delta Epsilon Sigma

Delta Epsilon Sigma is a national scholastic honor society whose purpose is the recognition and encouragement of high scholarship among students and graduates of Roman Catholic liberal arts colleges and universities.

Phi Alpha Theta

Phi Alpha Theta, the National History Honor Society, recognizes students who have received academic distinction in history and in their general course of studies. The Salve Regina chapter of this national honor society is Alpha Kappa Omega.

Pi Delta Phi

The National French Language and Culture Honor Society, Pi Delta Phi, recognizes students who demonstrate outstanding scholarship, awareness, and understanding of French culture and eagerness to stimulate activities leading to a deeper appreciation of French culture.

Pi Sigma Alpha

The National Political Science Honor Society, Pi Sigma Alpha, recognizes students who attain high standards of scholarship and academic distinction both in political science and in the sum total of their academic work. It is the aim of the society to stimulate productive scholarship and intelligent interest in the subject of government.

Psi Chi

Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. Membership is open to graduate and undergraduate men and women who are making the study of psychology one of their major interests, and who meet the minimum qualifications. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association (APA) and the Association for Psychological Science (APS).

Sigma Beta Delta

The National Honor Society for students of business, management, or administration who are pursuing a baccalaureate or master's degree recognizes those who have achieved high scholarship and exhibit good moral character. The society encourages aspirations toward personal and professional improvement and a life distinguished by honorable service to humankind.

Sigma Delta Pi

The National Spanish Honor Society, Sigma Delta Pi, recognizes students who excel in their understanding and appreciation of Spanish culture and language. Salve Regina founded the first chapter in the state of Rhode Island in 1965.

Sigma Phi Sigma

Sigma Phi Sigma is the National Mercy Honor Society, established by the Religious Sisters of Mercy, which recognizes students who have demonstrated outstanding scholarship as well as fidelity and service to the University.

Sigma Tau Delta

Sigma Tau Delta is the International English Honor Society. The society recognizes high academic achievement in English studies by undergraduate and graduate students and professionals.

Sigma Theta Tau, International

Sigma Theta Tau, International recognizes high achieving nursing students and professionals. The mission of the honor society is to support professional nurses worldwide who are committed to improving health.

Theta Alpha Kappa

Theta Alpha Kappa honors those who have shown excellence of achievement and the promise of continued growth in the disciplines of Religious Studies and Theology. The three letters that identify the Society are the first letters of the Greek words Theos (God), Anthropos (Human Being), and Koinonia (Community). These constitute the three areas of primary concern to students of Religious Studies and Theology.

User Support Services – Computer Classrooms

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

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

In the Antone Academic Center, we provide support for two Mac labs and a Mac digital photo lab. In the McKillop Library, Room 004, we provide a lab for learning and testing in Microsoft certification. Also in McKillop are three PC classrooms and a few available Macs. In the new Center for Adult Education in Warwick, we support a PC computer lab with Internet access and printing, technology in nine classrooms, and a PC laptop open area.

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

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

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

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

Media Services

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

- Hardware distribution (sound systems, LCD projectors, laptops, screens, easels, etc.)
- Video filming
- Editing videos

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

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

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

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

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

Computer and Network Use Policy

Introduction

Salve Regina University is dedicated to the mission of “seeking wisdom, promoting universal justice and through teaching, research and community service to work for a world that is harmonious, just and merciful.” In support of this mission, the university provides access to information technology resources (including computer networks and computer equipment) to its faculty, student, staff and other members of the university community. The Computer and Network Use Policy (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, including those pertaining to copyrights, 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, including those pertaining to copyrights 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 contributes 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 email) 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 the well-being of the University.

Computer Account and Revocation Procedures

All members of the University community are provided with a network username 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:

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.

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 username and associated password belongs to an individual or a department. No one should use a user number, login name, any username 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, username 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 a student is sent to students' Salve Regina University e-mail accounts. This applies to all undergraduate and graduate students, and includes important announcements, individual notices, and course notifications. The Salve Regina e-mail account provides the University a means of communicating effectively without being unduly concerned when other e-mail accounts become invalid. It is important to emphasize that Salve Regina does not send information to students using any other e-mail account.

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

Administration of Justice

Department Chair: Robin L. Hoffmann, J.D.

The Department of Administration of Justice provides broad-based coverage of the components of the justice system including law enforcement, corrections, the judicial system, probation, parole, and juvenile justice. The major prepares men and women to become leaders and outstanding practitioners in careers related to the justice system and for advanced educational opportunities, such as law school or other graduate school.

Just as important as providing opportunities for students to develop professional skills is the opportunity for students to develop a commitment to “justice for all,” particularly as it relates to the poor, educationally disadvantaged, minority citizens, children, women, and the physically and mentally disadvantaged. In the course of the program, students can develop a commitment to values and the pursuit of justice including advocating for social change in our global society.

The mission of the department embraces the University’s mission and encourages students to work for a world that is “harmonious, just, and merciful.” The department views law as a vehicle for protecting rights and enforcing duties and, as such, a means of establishing a more just and humane society.

Students are expected to maintain the highest standards of integrity and personal responsibility. Unethical behavior may negatively impact on the ability to attain employment in the justice field.

Major in Administration of Justice (B.A.)

Students take a minimum of 12 courses (36 credits) in Administration of Justice exclusive of workshop credits, and five support courses (15 credits):

ADJ100: Introduction to the Justice Process3
ADJ110: American Judicial System.....3
ADJ210: Principles of Correctional Operations.....3
ADJ222/POL222: American Legal History.....3
ADJ230: Juvenile Justice3
ADJ303: Criminal Law.....3
ADJ308: Criminal Procedure3
ADJ431: Justice and the Constitution.....3
ADJ443: Contemporary Trends and Issues in the Justice Process3
or ADJ444: Special Projects: Police Community Relations3
Three additional Administration of Justice courses from a selection of 3-credit electives (9 credits).

Students are required to take the following courses in other disciplines:

ENG254: Writing for Professionals3
APT: Three credits in Applied Technology Courses3
PSY100: Introduction to Psychology3
One of the following sociology courses: SOA110, SOA120, SOA211, SOA214, SOA230, or SOA317
One of the following courses: PSY220, PSY230, PSY250, PSY260, PSY290
Students planning for graduate school are recommended to take SOA212.

Juvenile Justice

The Concentration and Certificate Program in Juvenile Justice is an interdisciplinary curriculum designed to prepare Administration of Justice majors for entry into this growing field.

Concentration in Juvenile Justice (B.A.)

Students pursuing the Concentration in Juvenile Justice take two additional Administration of Justice courses and three support courses from other disciplines:

Administration of Justice courses:

ADJ331: Punishment and Treatment of Juvenile Offenders3
ADJ305: Internship in Administration of Justice I3
or ADJ306: Internship in Administration of Justice II3

Support courses:

SOA211: Race and Ethnic Relations3

One Psychology course from the following:

PSY220: Child Development3
PSY230: Adolescent and Adult Development3
PSY260: Theories of Personality3

One Social Work course from the following:

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|--|---|
| SWK340: Working with Children and Youth..... | 3 |
| SWK350: Working with Families | 3 |

Certificate in Juvenile Justice

Graduates of Salve Regina University who have received their Bachelor of Arts with a major in Administration of Justice may earn a Certificate in Juvenile Justice by taking three Administration of Justice courses and three support courses from other disciplines:

Three Administration of Justice courses:

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| ADJ230: Juvenile Justice | 3 |
| ADJ331: Punishment and Treatment of Juvenile Offenders | 3 |
| ADJ305: Internship in Administration of Justice I | 3 |
| or ADJ306: Internship in Administration of Justice II | 3 |

Support courses:

| | |
|---|---|
| SOA211: Race and Ethnic Relations | 3 |
|---|---|

One Psychology course from the following:

| | |
|--|---|
| PSY220: Child Development..... | 3 |
| PSY230: Adolescent and Adult Development | 3 |
| PSY260: Theories of Personality | 3 |

One Social Work course from the following:

| | |
|--|---|
| SWK340: Working with Children and Youth..... | 3 |
| SWK350: Working with Families..... | 3 |

Joint Bachelor’s/Master’s Program Leading to the Master of Science in Administration of Justice and Homeland Security.

The graduate program in the Administration of Justice and Homeland Security at Salve Regina University endeavors to address the professional requirements of justice practitioners. As a university community that recognizes its responsibility to impart and expand knowledge, develop skills, and cultivate enduring, well-informed, reflective values, the objective of the graduate program is to develop professionals who are morally imbued individuals and will serve their communities guided by the principles of equal respect. The courses in this program focus on: 1) the philosophical, historical, ethical, behavioral and policy dimensions of the discipline; 2) an analytical approach to practice within the criminal justice system; and 3) practical tools to improve effectiveness within the various professional roles.

Salve Regina University offers an accelerated program of study that leads to both a bachelor’s and a master’s degree within five years. There are two concentrations offered within the M.S. in Administration of Justice and Homeland Security: Leadership in Justice and Cybersecurity and Intelligence. This program is designed for the University’s highly motivated, academically talented and qualified undergraduates with a recommended grade point average of 3.30 or higher. Current undergraduates must complete the application process by February 15 of the junior year.

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

Related programs in other departments are the M.S. in Management: Concentration in Law Enforcement Leadership, and the M.A. in International Relations.

Associate of Arts Degree

Students concentrating in Administration of Justice in the Associate of Arts degree program must take a minimum of eight courses (24 credits) in Administration of Justice.

The required courses for the Administration of Justice concentration toward the A.A. degree are ADJ100, ADJ110, ADJ222/POL222, ADJ210, ADJ230, ADJ303, and two 3-credit ADJ electives.

In addition to the Administration of Justice course requirements for the A.A. degree, students also complete specific Core Curriculum courses.

Minor in Administration of Justice

Students completing a minor in Administration of Justice must take a minimum of seven courses (21 credits) in Administration of Justice. Required courses:

- ADJ100: Introduction to the Justice Process3
- ADJ110: American Judicial System3
- ADJ222/POL222: American Legal History.....3
- ADJ210: Principles of Correctional Operations3
- ADJ230: Juvenile Justice3
- Two 3-credit ADJ electives (6 credits).

Administration of Justice Courses

ADJ100: Introduction to the Justice Process 3 credits

This course provides a survey of the justice process, including the nature of law, crime, and criminology, and the function of law in society; the role of the police, the courts, and the correctional agencies in the system. (Students employed as law enforcement officers are not required to take this course.)

ADJ110: American Judicial System 3 credits

This course is an introduction to the American legal system. Through analysis of actual court cases, students learn the legal principles and the reasoning used in judicial decision making. In order to fully examine our judicial system, this course will also focus on the roles of judges, juries, lawyers, and litigants. The perspective is broader and more evaluative than that taken in most law school courses. Students will be provided the necessary skills to interpret and brief cases in subsequent semesters.

ADJ210: Principles of Correctional Operations 3 credits
This course is a comprehensive survey of the correctional process, including present philosophies and practices of punishment and rehabilitation; procedures of custodial institutions; functions of correctional officers; functions of probation and parole; classification program assignment; and release procedures.

ADJ222: American Legal History 3 credits
This course examines the roots of order in the United States by emphasizing certain institutions, customs, ideas and beliefs which continue to nurture order in the republic and the individual. We will examine, successively, the legacy of order received from the Hebrews, the classical culture of the Greeks and the Romans, the medieval world and the age of the Reformation, the turbulent civilization of the 17th century, the elegant civilization of the 18th century, and America's colonial experience. Examination of the Federalist Papers and the influence of the Founding Fathers on the establishment of our judicial branch of government will complete our study. *Cross-listed with POL222.*

ADJ230: Juvenile Justice 3 credits
This course examines the juvenile offender, current theories relative to the causes of delinquency, and prevention and early intervention programs. The juvenile justice system including its origins, philosophy, and contemporary challenges for reform will be analyzed. Study will include the rights of juveniles in the schools and court process.

ADJ250: Women and Crime 3 credits
This course studies gender specific legal issues. The history and introduction of women's correctional facilities, disparities and differences from men's prisons, and gender responsive correctional programming are explored. It also examines the profile of the female offender through the exploration of female criminality, female gangs, criminal sentencing trends, adjustment to correctional systems to address victimization are addressed. Emphasis is placed on the roles of female staff in correctional facilities and throughout the criminal justice system, including female law enforcement officers.

ADJ303: Criminal Law 3 credits
This course studies the substantive criminal law that defines criminal behavior. The general principles of criminal liability including the definitions and elements of specific crimes, the identity of parties to criminal offenses as well as defenses to crimes are examined from a broad perspective. Knowledge of the general principles and doctrines enable students to possess the tools to apply enduring principles of criminal law in our society. Decisions of English and American courts are analyzed to interpret the rules and doctrines of the substantive criminal law. *Prerequisite: ADJ110.*

ADJ305: Internship in Administration of Justice I 3 credits
This is a field experience placement involving orientation and practical training in a professional workplace. The student is exposed to, and involved in, the functions of a specific agency, department or office. The learning experience will vary with the particular placement area, i.e. law enforcement, courts,

corrections, probation or others. Students who are pursuing the Concentration in Juvenile Justice will be placed within an agency or organization that works to stem the problem of juvenile delinquency. Students participating in an internship class receive academic credit for the professional experience and satisfactory completion of academic requirements associated with the internship. A minimum of eight hours per week totaling 120 hours per semester is required at the internship placement. Additional academic requirements are: weekly journals, a course paper, and maintenance of ongoing and continuous communication with the instructor throughout the semester of not less than 10 hours via e-mail, meetings, phone conversations, and class sessions. (Offered in the fall semester and summer session.)

Prerequisite: Junior or senior Administration of Justice major or permission of the instructor.

ADJ306: Internship in Administration of Justice II 3 credits

This is a field experience placement involving orientation and practical training in a professional workplace. The student is exposed to, and involved in, the functions of a specific agency, department or office. The learning experience will vary with the particular placement area, i.e. law enforcement, courts, corrections, probation or other. Students who are pursuing the Concentration in Juvenile Justice will be placed within an agency or organization that works to stem the problem of juvenile delinquency. Students participating in an internship class receive academic credit for the professional experience and satisfactory completion of academic requirements associated with the internship. A minimum of eight hours per week totaling 120 hours per semester is required at the internship placement. Additional academic requirements are: weekly journals, a course paper, and maintenance of ongoing and continuous communication with the instructor throughout the semester of not less than 10 hours via e-mail, meetings, phone conversations, and class sessions. (Offered in the spring semester and summer session.)

Prerequisites: ADJ305 and junior or senior Administration of Justice major or permission of the instructor.

ADJ308: Criminal Procedure 3 credits

This course reviews the procedural aspects of criminal law governing the acts of law enforcement personnel, with special emphasis focused on constitutional rights of the accused. Topics covered include the law of arrest, the law of search and seizure, the recognized exceptions to the warrant requirement, confessions, identification procedures, and the right to counsel.

Prerequisite: ADJ303 or permission of the instructor.

ADJ309: Torts 3 credits

This course provides an introduction to liability for civil wrongs. Topics include intentional torts, negligence, strict liability, nuisance and damages.

ADJ312: Ethics in the Criminal Justice System 3 credits

This course addresses the ethical standards of conduct in policing and the justice system. It will examine the strains and pressures produced by and within a system of criminal justice. The greater social context of police/citizen contacts

and moral standards inherent in each situation are examined with case studies of recent issues in illustration. Restraint, checks and balances, and solutions at the departmental, community, and legal level will be discussed and the ultimate values of justice and mercy delineated.

ADJ320: White Collar Crime

3 credits

White collar crime is described as those acts which are characterized by deceit, concealment, or violation of trust and which are not dependent upon the application or threat of physical force or violence. These acts are committed by individuals and organizations to obtain money or services or to secure personal or business advantage. This course will outline the various aspects of white collar crime such as embezzlement, mail and wire fraud, money laundering, and computer crimes. Particular emphasis will be placed on public corruption investigations.

ADJ325: Philosophy of Law

3 credits

Readings are drawn from the leading philosophical perspectives on law and include representative writers from the traditions of: natural law, legal positivism, historical jurisprudence and integrative legal studies. The intention is to deepen and broaden the student's understanding of the nature of law. The course proceeds beyond consideration of the "value-free" conception of the law (as a body of rules enacted by the sovereign), to examine law's commitment to establishing justice and an order integrally directed to flourishing of the human good. The ethically centered inquiry is inspired by the University's mission, "to seek wisdom and promote universal justice." *Cross-listed with PHL325.*

ADJ331: Punishment and Treatment of Juvenile Offenders

3 credits

This course focuses on post-adjudicatory handling of juvenile offenders. It compares rehabilitation-oriented treatment policies with 'get tough' policies aimed at chronic, serious offenders. Model programs dealing with juvenile offenders in community settings and institutions will be examined.

ADJ350: Organized Crime

3 credits

The course provides an in-depth study of organized crime in the United States and throughout the World. It begins by tracing the history of organized crime in America and then surveys different organized crime groups which exist in the US and throughout the world. Through discussion, theories and trends are examined in an attempt to understand the reasons for the existence of organized crime. Attention is also given to policies and practices of law enforcement in response to organized crime.

ADJ351: American Prisons as Depicted in Film and TV

3 credits

The course examines the public attitude of successive generations of Americans as portrayed by writers and directors in the American film and television industry. By studying prison based movies and television shows, the student can actually see the values depicted by the writers and directors which can ultimately be adopted by the public as social and criminal public policy.

ADJ353: Child and Family Policy 3 credits

Many children in this country are raised in circumstances that place them at risk for a myriad of social problems. Consequently, a substantial number of these children develop antisocial behaviors or behavioral health issues that alienate them from their communities and undermine their ability to lead healthy productive lives. Finding effective solutions to the complex problems faced by many of our children and their families is one of our nation's foremost public policy challenges. This course is intended to assist students to develop an informed perspective and conceptual framework on issues that impact children and their families. This helps students to become more effective, informed and fair-minded decision makers.

ADJ399: Special Topics 3 credits

These are 3-credit courses on current issues in the justice process selected by the Department of Administration of Justice and offered on an irregular basis. Topics may include: Community Corrections, A Study of the U.S. Supreme Court, the First Amendment, Philosophy of Police, Technology and Crime, Law and the Mental Health System.

ADJ402: Evidence 3 credits

This course is a study of the Rules of Evidence, which govern the admissibility of evidence in a trial. Topics covered in this course include the preliminary rules of the admissibility and relevancy of evidence, the use of stipulations, the admissibility of character evidence, the use of privileges, the hearsay rule and its exceptions, lay and expert witness testimony, the exclusionary rule, and the best evidence rule. While Evidence is a course required in all law schools, this course is of great use to anyone interested in any one of a variety of different fields of interest in Administration of Justice.

ADJ404: Introduction to Criminalistics 3 credits

This course studies the foundations of crime scene investigative theory and techniques. It explores its history, scientific rationale, and problems that may compromise accuracy or validity. Evidence collection skills will be emphasized.

ADJ411: Violent Offenders and Profiling 3 credits

This course introduces students to the various types of criminal profiling and helps them to understand the use of profiles within the criminal justice system. It also explores the reasons and motives of violent criminal behavior. The differences between inductive and deductive profiling; socio-psychological, psychological and geographical criminal profiling; are examined. Attention is paid to the investigative challenges in violent criminal cases specifically serial murder, serial rape, sexual and violent crimes.

ADJ414: Civil Liberties 3 credits

This course covers civil rights and civil liberties in the United States, with special attention to issues related to freedom of religion, freedom of speech and press, the rights of the criminally accused, the right to privacy, economic rights, and disputes related to race and sex. Careful attention is paid to historical court cases and documents that illuminate the original meaning of the U.S. Constitution, as

well as to more recent court cases that argue for a looser and more progressive method of interpretation. *Cross-listed with POL414.*

ADJ416: Alternative Dispute Resolution 3 credits

This one-semester course examines the procedural, practical, and theoretical aspects of settlement. It covers arbitration, conciliation, early neutral evaluation, mediation, summary jury/bench trials and additional settlement mechanisms.

ADJ431: Justice and the Constitution 3 credits

The Constitution's Preamble makes explicit the Framers' intention to "establish justice." This course examines the United States Constitution with particular attention given to Supreme Court decisions that apply the Constitution to resolving social issues of importance. Our objective, through discussion and debate, will be to determine whether the Constitution, as interpreted, fulfills the promise to "establish justice." (Offered in the spring semester.)

ADJ443: Contemporary Trends and Issues in the Justice Process 3 credits

This course is a critical analysis of current issues in various areas of the justice system. It utilizes a debate format designed to develop the ability to substantiate and present opposing viewpoints. Students will research and debate controversial topics as teams. A major research paper on a topic of interest is required.

Prerequisite: Senior Administration of Justice majors only.

ADJ444: Special Projects: Police Community Relations 3 credits

In an effort to address the relationship between the police and the community they serve, this course will center on a project involving a community evaluation survey of a police department. The work will include the distribution of a survey to the residents of the community, the receipt and entry of their responses into a database, an analysis of those responses, and interviews of certain citizens of the community. The preparation of this report will require: 1) analytical ability; 2) ability to express oneself in a clear, concise fashion; 3) ability to conduct and report the results of personal interviews; and 4) ability to express oneself orally in a clear, concise fashion. Thereafter, a written report will be prepared for presentation to the Chief of Police, the Town Administrator/City Council, and the citizens. Lastly, an oral report will be presented before the City Council. The desired result from this survey will be to understand that to solve existing problems in an innovative way, the police department must involve citizens in the process of policing themselves. The survey is expected to assist in further defining the role of the police department.

Prerequisite: Senior Administration of Justice majors only.

ADJ491: Internship 3 credits

ADJ499: Independent Study 3 credits

Supervised study in an area not available in regularly scheduled courses.

Prerequisite: Proposal approved by the department chair.

Workshops

These workshops demonstrate practical applications of theories learned in the classroom. They are selected by the Department of Administration of Justice and are offered on an irregular basis. This list is not all-inclusive:

ADJ072: Landlord Tenant Relations

ADJ073: Terrorism

ADJ074: Introduction to Legal Research

ADJ076: The Law of Drunk Driving

ADJ077: Women in Law Enforcement

ADJ079: Sexual Harassment

ADJ080: Hate Crimes

ADJ081: Interview

ADJ083: Cultural Diversity

ADJ088: Scientific Investigations

ADJ089: Alcohol Dependence/Issues and Perspectives

ADJ091: Domestic Violence

ADJ093: Homicide

ADJ095: Investigative Techniques

ADJ096: Hostage Negotiations

ADJ097: Alternatives to Incarceration

ADJ098: Sex Crimes Investigations

ADJ099: Arson

American Studies

Coordinator: Timothy B. Neary, Ph.D.

The American Studies program at Salve Regina is an interdisciplinary major in which students and faculty together draw upon multiple fields of study to critically analyze the meaning and influence of U.S. history and culture.

Students in the program focus on the question of national identity: What characteristics, traditions, ideas and values shape the American people and their institutions? Students explore American culture through the lens of diverse academic fields, such as art, economics, film, history, literature, music, philosophy, politics, religion and sociology in order to examine the nation's intellectual and social foundations.

The curriculum for a bachelor's degree in American Studies is divided into three parts: 1) four foundational American studies courses; 2) five courses from American arts, cultural and historic preservation, literature, history and philosophy; and 3) five elective courses chosen in consultation with the major's advisor and with approval from the program coordinator. Students majoring in American studies produce an original piece of scholarly research and present it publicly during their senior year.

Beyond campus, internship opportunities in private businesses, nonprofit agencies, and government services allow students to gain practical work experience while applying and enhancing their knowledge of America's culture and identity. Study abroad allows students to compare national cultures and view American society from a new perspective, while field trips, academic conferences and research conducted for the senior thesis project engage them intellectually beyond the classroom.

Our majors are characterized by their ability to think critically, make intellectual connections and communicate effectively. The broad and rigorous education our students receive prepares them for graduate school and careers in a wide variety of fields, including business, education, government, journalism, law and the nonprofit sector.

Major in American Studies (B.A.)

Students majoring in American Studies must complete 14 courses (42 credits).

Four required interdisciplinary foundational courses (12 credits):

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| AST201: American Civilization I: Introduction to American Studies..... | 3 |
| AST202: American Civilization II: Theory and Practice..... | 3 |
| AST390: American Civilization III: Research Methods..... | 3 |
| AST490: American Civilization IV: Senior Seminar..... | 3 |

Five required disciplinary courses (15 credits):

One of the following courses in American arts:

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| AST303/ART303: American Art: 1650-1950..... | 3 |
| AST397/ENG397: Special Topics in Film..... | 3 |
| AST215/MSC215: American Music..... | 3 |

One of the following courses in American cultural and historic preservation:

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| AST222/CHP222: Historical Archaeology: Material Culture in Everyday Life.... | 3 |
| AST301/ART301/CHP301: American Architecture Survey..... | 3 |

One of the following courses in American literature:

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| AST315/ENG313: The American Literary Renaissance..... | 3 |
| AST314/ENG314: Realism and Naturalism in 19th-Century American Literature.... | 3 |

One of the following courses in American history:

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| AST313/HIS313: American Immigrant Experience..... | 3 |
| AST322/HIS322: Urban America..... | 3 |

The following course in American philosophy:

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|---|---|
| AST410/PHL410: Classic American Philosophy..... | 3 |
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Five elective courses (15 credits):

Students choose a minimum of five additional elective courses in consultation with their advisor and with approval from the program coordinator. Students also produce an original piece of scholarly research and publicly present it during the fall semester of senior year. American Studies majors are encouraged, but not required, to study abroad and participate in an internship. Students planning on studying abroad should do so in the fall of their junior year.

American Studies Courses

AST201: American Civilization I: Introduction to American Studies 3 credits
 This course is team-taught by two instructors trained in different disciplines. Discussion-based, seminar-style class meetings invite students to learn by doing. Asking a fundamental question—“What does it mean to be American?”—this course explores the contested and changing understanding of American identity from the colonial period through the U.S. Civil War. Students and professors read and discuss classic American writings while also examining other sources, such as artwork, music, material culture, and architecture. Primary emphasis is placed on developing an analytical approach to the study of American history and culture.

AST202: American Civilization II: Theory and Practice 3 credits
 This course is team-taught by two instructors trained in different disciplines. Discussion-based, seminar-style class meetings invite students to learn by doing. Examining primary texts and other sources, students and professors explore issues of identity, nationalism, and the role of the United States in global affairs, from the U.S. Civil War to the present. In addition, this course investigates how scholars have used interdisciplinary approaches and theoretical frameworks to arrive at better understandings of American society.

AST215: American Music 3 credits
Core Complement Course in Visual and Performing Arts
 An overview of the major developments of music in the United States and the Americas from the 17th century to the present, the course covers popular music as well as works for the concert hall. *Cross-listed with MSC215.*

AST222: Historical Archaeology: Material Culture in Everyday Life 3 credits
 This course is designed to provide students with an overview of the development of historical archaeology, including its origins, shifting problem orientation, and future. The focus is on southern New England, but extends to other areas of European colonization, including the West Indies and Africa. Particular emphasis is paid to the origins of structures of race, class, and gender in the colonial past, and the ways in which these structures influence our lives today. *Cross-listed with CHP222.*

AST251: Sport in America 3 credits
 This course examines the history of sport in the United States in order to better understand American identity. Issues explored include immigration, race relations, religion, class, gender, business, politics, and nationalism. Students will have the opportunity to think about how sport mirrors—and at the same time shapes—critical ideas and values in American society. *Cross-listed with HIS251.*

AST299: Special Topics in American Studies 3 credits
 These intermediate-level courses are offered when interest is generated and programmatic resources are available.

AST301: American Architecture Survey 3 credits

This survey addresses the glut of styles of American architecture starting with the Jacobean and Georgian before the Revolution, and culminating in the Postmodernism of today. The buildings examined include many found in Newport and on the Salve Regina University campus. *Cross-listed with ART301 and CHP301.*

AST303: American Art: 1650-1950 3 credits

This survey covers American painting, sculpture, photography, and graphic arts from the 17th through the mid-20th century. It includes both major and minor figures, along with vernacular genres, such as limner painting and folk art. It does not include American Decorative Arts or American Architecture, for both of which there are other dedicated courses *Cross-listed with ART303.* Lab Fee.

AST313: American Immigrant Experience 3 credits

An examination of the experiences of the major immigrant groups from the Puritans to the Third World peoples of the present day. The course considers each group's efforts to adapt to America and the ambivalent—and sometimes hostile—reaction that they received from native-born Americans. *Cross-listed with HIS313.*

AST314: Realism and Naturalism in 19th-Century American Literature 3 credits

The Civil War marks a major transition in the vision of American writers. After a preliminary study of American romanticism, this course examines major and minor writers and theories of realism and naturalism within their historical and cultural contexts. Authors may include Twain, Alcott, Dreiser, Howells, James, Freeman, Chestnut, DuBois, Chopin, and Wharton. *Cross-listed with ENG314.*

AST315: The American Literary Renaissance 3 credits

The literature of the American Renaissance took shape before the Civil War as debates about nationalism, slavery, women's rights, and industrialization raged. This course examines the way the works of authors such as Irving, Cooper, Sedgwick, Poe, Hawthorne, Fuller, Whitman, Stowe, and Dickinson reflect the preoccupations of the period. *Cross-listed with ENG313.*

AST322: Urban America 3 credits

A survey of urban America from the 17th through the 20th centuries that examines the impact of the city upon American history, culture, and quality of life. Special emphasis is given to urban developments in the 20th century. *Cross-listed with HIS322.*

AST390: American Civilization III: Research Methods 3 credits

This course is taught by one instructor, who becomes the mentor for the senior thesis research projects. American Studies majors take this course in the spring semester of their junior year. Learning and practicing interdisciplinary research methods prepares students for completion of their thesis research project during senior year. Students choose a thesis topic, begin researching the topic, create a working bibliography, and present a research proposal by the end of the semester. *Prerequisite: Permission of program coordinator.*

AST397: Special Topics in Film 3 credits

This seminar will provide the advanced student the opportunity to do intensive work in Film Studies. Topics may include the study of genre (film noir, horror films, Hollywood musicals, documentaries); individual directors (Hitchcock, Welles, Kubrick, Godard); themes/issues (women in Hollywood, religion in film, censorship, globalization). *Cross-listed with ENG397.*

AST399: Special Topics in American Studies 3 credits

These upper-level courses are offered when interest is generated and programmatic resources are available.

AST410: Classic American Philosophy 3 credits

Beginning with the colonial period and extending to John Dewey, this is a survey of social, moral, and metaphysical ideas that have proved to be significant in the U.S. *Cross-listed with PHL410.*

AST490: American Civilization IV: Senior Seminar 3 credits

A capstone to the American Studies major, this course is taught by one instructor who guides students through the process of writing their senior thesis papers. American Studies majors work closely with the instructor who individually mentors them in writing of an original piece of scholarship. Seminar members read and critique one another's work. Students submit drafts, receive feedback, revise, complete final versions, and publicly present thesis papers.

Prerequisite: Permission of program coordinator.

AST491: Internship 3 credits

This course allows students to apply their skills and knowledge outside the classroom while gaining practical work experience at an approved private business, non-profit organization, or government entity. In addition to fulfilling their assigned work duties for a designated on-site supervisor, students write a paper analyzing how their work experience enhanced their education. *The internship is open to junior or senior American Studies majors with permission of the program coordinator.*

AST499: Independent Study 3 credits

Occasionally—if a compelling need is demonstrated and resources are available—a student may work independently with a faculty member in an area not covered by the regularly scheduled course offerings. The student should meet with a faculty member to develop a plan, as well as complete and submit an Independent Study form available from the Office of the Registrar.

Art

Department Chair: James L. Yarnall, Ph.D.

The Art Department provides instruction in the visual arts and their relevance in contemporary culture. The curriculum stresses knowledge of art and culture, an understanding of the visual elements with their many complex interactions, and a sound technical background from which creative responses may be elicited. Courses for non-majors provide an opportunity for students to understand their cultural heritage by becoming aware of how and why people have made art. They are exposed to various artists, the different historical periods, and the many complex interactions of art and society. Studio courses develop the intellectual and physical skills necessary to solve complex visual problems. Small classes foster intimate dialogue between students and faculty. The Art Department is an accredited member of the National Association of Schools of Art and Design.

The Dorrance H. Hamilton Gallery

The Dorrance H. Hamilton Gallery is an integral part of the greater Newport cultural community. The exhibition program features the work of many outstanding artists from the region, the country, and the world. Annual student exhibitions, as well as the Senior Thesis Exhibitions, give students an opportunity to present their work in a professional forum. The Art Department's Visiting Artist program also gives students access to professional artists from a variety of disciplines.

All majors are required to participate in department activities.

Major in Studio Art (B.A.)

Students majoring in Studio Art take a minimum of 18 courses (50 credits) in ART varying according to the student's area of specialization. Studio Art majors may concentrate in ceramics, graphic design, painting, photography or Interactive Media Arts (IMA). All Art majors are required to participate in a comprehensive portfolio review during the spring semester of the freshman year. In addition, all Studio Art majors are required to participate in the Senior Exhibition held in the Dorrance H. Hamilton Gallery during the spring semester of their final year.

Required courses:

| | |
|---|---|
| ART091: Freshman Studio Seminar..... | 1 |
| ART100: Creativity and Technology | 3 |
| ART131: Drawing I..... | 3 |
| ART132: Drawing II..... | 3 |
| ART200: Drawing III..... | 3 |
| ART205: Art History Survey I: Prehistoric Through Gothic Art | 3 |
| ART206: Art History Survey II: Renaissance Through Early 20th Century Art ... | 3 |
| ART300: Advanced Design Capstone Seminar..... | 3 |
| ART352: Art, Aesthetics and Cultural Values..... | 3 |
| ART400: Portfolio..... | 3 |
| ART440: Senior Studio Art Seminar | 1 |
| ART445: Senior Thesis Exhibition (Optional) | |
| Or one additional studio elective | 3 |
| Two art history electives | 6 |

Studio Art majors must complete one of the following concentrations:

Ceramics: ART231, ART232, ART331, and one two-dimensional studio elective
Graphic Design: ART241, ART242, ART341, and one three-dimensional studio elective

Interactive Media Arts (IMA): ART210, ART310, ART311 and one three-dimensional studio elective

Painting: ART251, ART252, ART351, and one three-dimensional studio elective

Photography: ART261, ART262, ART361, and one three-dimensional studio elective

All seniors take 7 additional credits from:

ART400: Portfolio,

ART440: Studio Art Capstone Seminar and

either ART445: Senior Thesis Exhibition or one extra studio elective during the senior year.

ART445: Senior Thesis students are required to partake in a Senior Thesis Exhibition in the spring. This exhibition is presented after consultation with faculty. Beyond their thesis exhibit requirement, students enrolled in ART445 are also required to participate in the Senior Exhibition held in the Dorrance H. Hamilton Gallery.

Major in Art History (B.A.)

The student majoring in Art History takes a minimum of seventeen courses (49 credits). Of the 49 credits, 1 must be the Freshman Studio Seminar, 6 must be in Studio, and 42 must be in Art History. The Studio credits include ART261 (Photography I) and any other Studio Art course of choice. For the Art History credits, the student should first complete two broad-based surveys (ART205 and ART206). Subsequent advanced coursework involves nine in-depth courses in Western and non-Western art, with plentiful opportunities to explore American art and architecture for students coming to Newport with that interest. A tenth advanced course takes the form of an internship at an art museum, gallery, historic house, or other cultural institution in order to provide real-world, hands-on experience. During the senior year, the student should complete two semesters devoted to thesis research and production (ART441 and ART442).

The student can transfer credits for two art-history courses from outside institutions, while other outside art-history courses will apply to general electives.

Required courses:

| | |
|--|---|
| ART091: Freshman Studio Seminar | 1 |
| ART205: Art History Survey I: Prehistoric Through Gothic Art | 3 |
| ART206: Art History Survey II: Renaissance Through Early 20th Century Art .. | 3 |
| ART304: Design & the 20th Century | 3 |
| ART305/CHP305 Newport Through its Architecture I: 1639-1860 | 3 |
| or ART306/CHP306: Newport Through its Architecture II: 1860-present*..... | 3 |
| ART308: Art Beyond the West | 3 |
| ART309: Pollock to the Present: | |
| The Sixties, Postmodernism, and Contemporary Art | 3 |
| ART312: Art of the Classical World: Greece and Rome | 3 |
| ART313: Medieval Art from Catacombs to Cathedrals | 3 |
| ART314: Italian Renaissance Art | 3 |
| ART441: Senior Thesis Research in Art History | 3 |
| ART442: Senior Thesis Production in Art History..... | 3 |
| ART474: Apprenticeship/Internship in Museum, Gallery, Library or Historic House | 3 |

Two additional art history electives

| | |
|--|---|
| (chosen from the following list of courses) | 6 |
| ART301/CHP301/AST301: American Architecture Survey | 3 |
| ART302: American Decorative Arts | 3 |
| ART303/AST303: American Art: 1650-1950 | 3 |
| ART322: Gender and Sexuality in Art | 3 |

The studio art requirements for the Art History major are:

| | |
|--|---|
| ART261: Photography I: A Mirror of Reality | 3 |
| One additional studio elective..... | 3 |

**If an art history major takes both ART305 and ART306, both courses count towards the art history major. One counts as an art history requirement and the other counts as an art history elective.*

Minor in Studio Art

Students completing a minor in Studio Art take a minimum of seven courses (21 credits).

Required courses:

| | |
|--|---|
| ART131: Drawing I | 3 |
| ART205: Art History Survey I: Prehistoric Through Gothic Art | 3 |
| or ART206: Art History Survey II: Renaissance through Early 20th Century Art ... | 3 |
| ART202: Sculptural Concepts | 3 |
| or ART231: Ceramics I: Clay, Culture and Creativity | 3 |
| Plus four courses (12 credits) approved in consultation with the department Chair. | |

Minor in Art History

The student minoring in Art History completes a minimum of seven courses (21 credits) in the department.

Required courses:

| | |
|---|---|
| ART205: Art History Survey I: Prehistoric Through Gothic Art..... | 3 |
| ART206: Art History Survey II: Renaissance through Early 20th Century Art | 3 |
| One Studio Art course of choice | 3 |
| One course in Newport architectural history (ART305 or ART306)..... | 3 |
| Three additional art history electives approved in consultation with a departmental advisor..... | 3 |
| A student can transfer credits for one art history course from an outside institution, while other outside art history courses will apply to general electives. | |

Art Courses

ART091: Freshman Studio Seminar 1 credit

This seminar acquaints prospective art majors with the Department of Art, faculty, disciplines, studios, gallery, basic studio tenets, specific art vocabulary and local resources. Field trips and gallery visits are required.

Prerequisite: Aspiring art major.

ART100: Creativity and Technology 3 credits

This course introduces students to visual technology used in art and design. Emphasis is placed on creative problem-solving through sketching and research. Final ideas are brought to fruition utilizing the computer as a creative tool. Course activities will clarify the proper use of painting, drawing and page layout software. All students create and display work in an online portfolio.

ART101: Art in Society 3 credits

Core Complement Course in Visual and Performing Arts

A course that introduces the world of art to non-Art majors by focusing on the interrelationships that exist between art, the “art world”, and societies. Recurring themes and particular periods in art history are used to illustrate these interrelationships. This course does not fulfill requirements for an Art major or minor.

ART102: Film, Art and Society 3 credits*Core Complement Course in Visual and Performing Art*

This course introduces the techniques and symbolism of film as an art form and a mirror of the society in which we live. Through the lens of film, this multi-disciplinary course explores the broader cultural context of film as it parallels other visual art forms like painting and photography. Students are guided in the art of watching films as well as in a progressive appreciation for the way filmmakers reshape reality. This course does not fulfill requirements for an Art major or minor.

ART106: Introduction to Art: Masterpieces 3 credits*Core Complement Course in Visual and Performing Arts*

This course is for students with no intention of pursuing the more intensive art history surveys (ART205 and ART206). Treating architecture, painting, sculpture, and the decorative arts, the course embraces major styles and artists from cave times to the present. This course does not count towards an Art Major or Art Minor.

ART131: Drawing I 3 credits*Core Complement Course in Visual and Performing Arts*

Beginning Drawing is an introduction to the principles of rendering in various black and white media. Using the still life as a primary subject matter, some figurative elements will also be used. Fundamentals such as perspective, value, proportion, composition and contour are investigated and analyzed. While exercising focused observation during studio exercises, students will learn how to see critically. Through lectures and assigned readings, students will analyze and critique both historical and contemporary approaches to the medium. Lab Fee.

ART132: Drawing II 3 credits

Reinforcing and expanding upon the elements covered in ART131, this class also covers the topics of gesture, proportion, and human anatomy. Subject matter will center on the human figure within an environment. Students will be encouraged to find in the subject matter and media a more individual and expressive approach to drawing. Lab Fee.

Prerequisite: ART131.

ART200: Drawing III 3 credits

This is an advanced studio course that deals with a wide variety of subject matter. The primary focus is on the development of personal ideas and direction. Media exploration will also be a topic of discussion. Complex projects, reading assignments, and class excursions all attempt to instill in the student a greater responsibility for imagery and enthusiasm for drawing as an expressive medium. Lab Fee.

Prerequisite: ART131.

ART202: Sculptural Concepts 3 credits

This course introduces students to the aesthetics of working in real, three-dimensional space. Using such materials as wood, cardboard, recycled and found materials, the student explores the sculptural concepts of design to produce forms in space. The student is introduced to proper use of hand and power tools. The work of 20th century artists is studied through slide lectures, reading assignments, and field trips to regional museums and galleries. Lab Fee.

ART205: Art History Survey I: Prehistoric through Gothic Art 3 credits
Core Complement Course in Visual and Performing Arts

This survey of artistic development from the Paleolithic to the Late Medieval eras emphasizes the chronological development of styles and the social context of art throughout the ages.

Prerequisite: Sophomore or higher standing, or freshman Art History major.

**ART206: Art History Survey II:
Renaissance through Early 20th Century Art** 3 credits
Core Complement Course in Visual and Performing Arts

This survey of artistic development from the 15th century Renaissance through World War II continues ART205.

Prerequisite: Sophomore or higher standing, or freshman Art History major.

ART210: Interactivity I 3 credits

This introductory course focuses on artistic creation using traditional and electronic media through a combination of hands-on projects, group activities and lectures. Students will learn 'Processing' a Java-based programming language to create interactive art explorations for 2D applications on the Web and 3D applications with Physical Computing. An emphasis will be placed on how interaction, technology, and art can create new forms of expression and prepare students to use these skills in their own creative practice. Lab Fee.

ART231: Ceramics I: Clay, Culture and Creativity 3 credits
Core Complement Course in Visual and Performing Arts

This introductory course presents the history and technology of ceramics in concert with a hands-on approach to studio practices. A survey of the historic development of ceramics is presented as a vehicle for self-expression and cross-cultural appreciation. Studio problems focus on the technology associated with ceramics along with the active process of making and evaluating. Lab Fee.

ART232: Ceramics II: Throwing on the Potter's Wheel 3 credits

This intermediate course uses the potter's wheel in a unique designer/maker situation. Traditional/functional forms are explored in concert with a more sophisticated approach to clay and glaze materials. Lab Fee.

Prerequisite: ART231 or permission of instructor.

ART241: Graphic Design I 3 credits

This course introduces students to the field of graphic design and lays a foundation of knowledge and skills on which all good graphic design work is based. In an investigative process, typography lays the groundwork for the study of letterforms, composition, history, and problem solving. Students explore and experiment with the fundamental principles and elements of graphic design. They produce projects using type, color, word, and image. This course focuses on developing a sense for working in this process and creating effective systems based on formal rules of design. Lab Fee.

ART242: Graphic Design II 3 credits

This course continues to explore the graphic design field with an emphasis on the production process. Students explore the capabilities and limitations of printing technology and produce art ready for reproduction. Ideas are developed from sketches to roughs to comprehensive artwork. As industry standards for graphic design and production continue to evolve, so do the variables that affect each printed piece. Computer programs used include: Adobe Photoshop, Illustrator and InDesign on Macintosh computers. Lab Fee.

Prerequisites: ART241 and ART100.

ART251: Painting I 3 credits

An understanding of color theory and painting materials and traditional techniques form the framework for learning to paint objects as they are seen. The still life serves as the primary subject for learning to master the integration of value and color in creating pictorial space and form. Lab Fee.

ART252: Color and Figuration 3 credits

Students will discover the nature of color. The topics of the co-primary color wheel, tints, shades, temperature and intensity will be covered along with various means of discovering and utilizing color harmonies and inventories. This (information) will inform a series of figurative paintings that will be produced over the course of this class. This class will also encourage investigation and critical evaluation of ideas, as experienced through the evolution of images in a series. Lab Fee.

Prerequisite: ART131 or permission of instructor.

ART261: Photography I: "A Mirror of Reality" 3 credits

Core Complement Course in Visual and Performing Arts

This course provides a comprehensive introduction to the art and practice of photography and its significance in our social history. Both darkroom and digital technologies will be encountered, utilizing SLR film and digital cameras. Assignments will cover technical, aesthetic and historical aspects of the medium, with emphasis on its cultural impact. (SLR Film cameras may be provided on loan). Lab Fee.

ART262: Intermediate Darkroom and Digital Photography 3 credits

This course will introduce advanced technical approaches in both darkroom and digital photography and an introduction to critical studies in photography. An overview of the chronological history of the medium will be studied through presentation and research. An extensive project resulting in a thematic body of work will be produced in portfolio form. Lab Fee.

Prerequisite: ART261 or permission of instructor.

ART300: Advanced Design Capstone Seminar 3 credits

This course explores the formal and conceptual nature of the artistic practice. Emphasis is placed upon generating innovative solutions to complex artistic problems. Visual vocabulary common to both two- and three-dimensional design as well as issues of content, context, and meaning are explored. Studio sessions with extensive analytical critiques are held regularly. Throughout the course, students interpret and utilize current concepts in contemporary art and design. This class serves as the capstone experience for Studio Art. Lab Fee.

Prerequisite: Junior or Senior Art major, or permission of instructor.

- ART301: American Architecture Survey** 3 credits
This survey addresses the glut of styles of American architecture starting with the Jacobean and Georgian before the Revolution, and culminating in the Postmodernism of today. The buildings examined include many found in Newport and on the Salve Regina University campus. *Cross-listed with CHP301 and AST301.* Lab Fee.
Prerequisite: ART205 or ART206 or permission of instructor.
- ART302: American Decorative Arts** 3 credits
Both historical revival styles and 20th-century modernist and postmodernist styles are included in this study of American furniture, interiors, stained glass, and small Decorative Arts (silver, pewter, ceramics, and glass). Lab Fee.
Prerequisite: ART206 or permission of instructor.
- ART303: American Art, 1650-1950** 3 credits
From colonial times to present, the Fine Arts have flourished in America's painting, sculpture, photography, and graphic arts. *Cross-listed with AST303.* Lab Fee.
Prerequisite: ART206 or permission of instructor.
- ART304: Design and the 20th Century** 3 credits
Examining major and minor figures and exhibitions, this course briefly explores the international history of Fine Arts, Decorative Arts, and Industrial Design from the English Arts & Crafts Movement to worldwide Postmodernism. Lab Fee.
Prerequisite: ART206 or permission of instructor.
- ART305: Newport Through its Architecture I: 1639 to 1860** 3 credits
This course uses Newport as a laboratory in order to study its architecture and culture from its founding in 1639 until the Civil War. Students spend 70% of class time outside of the classroom on field trips and guided tours. *Cross-listed with CHP305.* Lab Fee.
- ART306: Newport Through its Architecture II: 1860 to present** 3 credits
This course uses Newport as a laboratory in order to study its architecture and culture from the Civil War to the present. Students spend 70% of class time outside of the classroom on field trips and guided tours. *Cross-listed with CHP306.* Lab Fee.
- ART308: Art Beyond the West** 3 credits
The arts of Africa, India, China, Japan, South America, and North America, including Native Americans, share the common ground of standing largely outside the Western classical tradition. This course surveys architecture, painting, sculpture, and other forms of artistic expression in each of these cultures. Lab Fee.

**ART309: Pollock to the Present: The Sixties, Postmodernism,
and Contemporary Art** 3 credits

Reacting against Abstract Expressionism, the Sixties ushered in an era of diverse art movements that served as a prelude to the pluralism of Postmodernism and radical new art forms such as Conceptual Art and Video Art. Lab Fee.

Prerequisite: ART206 or permission of instructor.

ART310 Interactivity II 3 credits

Interface Designs for the web are the most basic forms of technology for interaction. Through a series of project-based assignments students will gain Interaction Design principles and build basic programming techniques for developing effective and functional Websites. Course work will emphasize the fundamentals of user-centered design & feedback, user behaviors & user testing scenarios, hierarchical & navigational models and information architecture. This introductory course will familiarize students with the standards of hypertext markup language (HTML), cascading style sheets (CSS) and scripting as well as Adobe Dreamweaver. Lab Fee.

Prerequisite: ART100.

ART311 Interactivity III 3-9 credits

Interactive Media and Art are explored in this advanced studio class where the emphasis will be placed on a concentrated topic. Primarily these subjects are associated with specific interactive technologies and Interaction Design career directions. Topics will vary each time the course is offered. Possible studies may include: physical computing, development for Apps, prototype smart devices/information appliances, advanced web technologies, designing for content management systems, gaming, Generative Art, 3D modeling, Cartoon Animation, Digital Video, Sound Editing and others. This course may be taken more than once for different topics. Lab Fee.

Prerequisite: ART100.

ART312: Art of the Classical World: Greece and Rome 3 credits

This class surveys the arts of ancient Greece and Rome, from the 8th century BCE to the 4th century CE. Major monuments of painting, architecture, sculpture, and ceramics are explored within their ancient contexts, with particular attention to the role of religion, politics, gender, and mythology. Lab Fee.

Prerequisite: ART205 or permission of instructor.

ART313: Medieval Art from Catacombs to Cathedrals 3 credits

Beginning with the Arch of Constantine and the earliest Christian images in catacombs and ending with Gothic cathedrals and the paintings of Giotto, this class offers an in-depth study of the art of the Middle Ages, and how it developed from the pagan past and paved the way for the Renaissance. Lab Fee.

Prerequisite: ART205 or permission of instructor.

ART314: Italian Renaissance Art

3 credits

This course introduces students to the major artists of the Italian Renaissance, including Leonardo da Vinci, Michelangelo, and Raphael, and to recurring themes of this period, such as Humanism, portraiture, the influence of Classical antiquity, and the status of the artist. Lab Fee.

Prerequisite: ART206 or permission of instructor.

ART322: Gender and Sexuality in Art

3 credits

Through case studies from the ancient world to the present day, this course examines how issues of gender and sexuality inform the history of art. Subjects explored include the contributions of women as artists and patrons of art, constructions of the body, queer theories, and feminist theories. Lab Fee.

Prerequisite: ART205 or ART206 or permission of instructor.

ART331: Concentrated Studies: Ceramics III

3-9 credits

This is an advanced studio class where the emphasis will be placed on a concentrated topic such as expressive vessels, tableware, or mixed media. Individual experimentation and expression is encouraged within the topic covered. This course may be taken more than once for different topics. Lab Fee.

Prerequisite: ART231.

ART341: Concentrated Studies: Graphic Design

3-9 credits

This is an advanced studio class where the emphasis will be placed on a concentrated topic. Primarily these subjects are associated with specific design intent, such as poster design, packaging, typography, motion graphics and information display. Since there are numerous aspects to the graphic design profession, topics will vary each time the course is offered. Students may take this course more than once for different topics. Lab Fee.

Prerequisites: ART241 and ART100.

ART351: Concentrated Studies: Painting III

3-9 credits

An advanced studio experience designed to explore the expressive potential of painting. Students will begin to develop a personal style as well as a distinct point of departure for their work. Topics for study run from abstract work through work of a highly representational nature and all points in between, depending on the expressive needs of each student. Lab Fee.

Prerequisites: ART131 and ART252.

ART352: Art, Aesthetics and Cultural Values

3 credits

This course examines various aesthetic philosophies and how they relate to art, aesthetics and cultural values. It places special attention to the contrast between Western and Asian ideals as well as approaches to beauty and distinctions between ancient, modern and postmodern art forms. Attention is also paid to the role of the arts and artistic imagination in a free and just liberal democracy.

Prerequisite: Sophomore or higher standing.

ART361: Concentrated Studies: Photography 3-9 credits

An advanced studio course covering a concentrated topic such as large format, non-silver and mixed media, color, or contemporary approaches. Students are expected to develop a consistent body of work for evaluation. This course may be taken more than once for different topics. Lab Fee.

Prerequisite: ART261.

ART398: Special Topics in Art History 3 credits

This course provides an opportunity for the introduction of specialized, in-depth study of specific subject areas. Courses that may depend on the demands of departmental curriculum provide a flexible outlet for students needing a more advanced course in art history.

ART399: Special Topics in Studio Art 3 credits

This course covers areas of special interest relating to art studio disciplines such as illustration and printmaking. Lab Fee.

ART400: Portfolio 3 credits

In this course senior Studio Art majors will organize and produce both physical and digital portfolios. Each student will develop a personal website where the digital portfolio will be posted. All manners of presentation will be covered in preparation for the student's application for employment or graduate study in his or her field. Lab Fee.

Prerequisite: Senior Studio Art major.

ART 440: Senior Studio Art Seminar 3 credits

In this capstone course for Studio Art majors, students meet in a seminar-style group for discussion of assigned reading and writing assignments. These assignments are designed to help the student to ultimately create a concise and coherent summary of their work and ideas as they relate to contemporary art concerns. Students enrolled in ART440 are required to participate in the Senior Exhibition.

Prerequisite: Senior Studio Art major.

ART441: Senior Thesis Research in Art History 3 credits

Seniors learn the meaning of serious scholarship in the field of art history. In the fall semester of senior year, Art History majors learn the meaning of scholarly research and writing in Art History.

Prerequisite: Senior Art History major.

ART442: Senior Thesis Production in Art History 3 credits

Continuation of ART441. In the spring term, students produce a Senior Thesis; culminating in a Senior Lecture presentation. The course involves largely independent research and writing following a rigorous schedule and set of production standards.

Prerequisite: Senior Art History major.

ART445: Senior Thesis Exhibition 3 credits
 In this class, students produce work in their major concentration area. This work must indicate: a sound technical background and an understanding of how their work relates to contemporary art concerns. It should also express a clear personal conceptual base and exhibit a burgeoning personal style. A Senior Thesis Exhibit culminates this experience. Lab Fee.
Prerequisite: Senior Studio Art major.

ART474: Apprenticeship/Internship in the Visual Arts 3-6 credits
 A practical, field-related experience in cooperation with a professional artist, design firm, museum, or similar organization, students gain valuable experience in the art world by participating in a functioning studio/gallery/museum environment. This course requires a faculty sponsor.

ART499: Independent Study 3 credits
 An individual study in a special topic carefully selected through counseling and individual programming. Lab Fee.

One-Credit Workshops

ART071: Adobe InDesign
 ART072: Illustrator
 ART074: Woodshop Safety & Tools
 ART075: Relief Printing
 ART076: WordPress
 ART077: Silkscreen Printing
 ART078: Adobe Flash Action Script
 ART079: Hybrid Illustration
 ART080: iMovie/Final Cut Pro
 ART084: Adobe Photoshop
 ART086: Adobe Flash
 ART087: Adobe DreamWeaver
 ART088: Campus Architecture Tour
 ART092: Printmaking Monoprinting
 ART096: Sculpture Metal Crafting
 ART099: The Element of Color

Biology and Biomedical Sciences

Department Chair: Lisa Zuccarelli, O.P., Ph.D.

Consistent with the mission of the University, the Department of Biology and Biomedical Sciences provides students with the scientific knowledge and the ethical understanding to stand as responsible stewards of God's creation. With evolution as an organizing concept, courses in Biology and Biomedical Sciences, for both majors and non-majors, develop the skills necessary for critical and creative thinking, thoughtful and careful analysis, and sound judgment. Such skills will be fostered through the use of classroom discussions and debates, texts and appropriate readings from the primary scientific literature, interactive computer programs and other technologies.

In addition, courses with a laboratory component aim to provide students with a hands-on approach to the exploration of scientific methods. These important skills are needed to advance one's scientific knowledge and, moreover, are critical in preparing our students for the challenge of exciting careers in the biological sciences.

Major in Biology (B.A.)

Students interested in biology who plan to apply their knowledge of the life sciences to another discipline such as art, journalism, sales or law may wish to earn a B.A. in Biology. Majors take 13 courses (46-51 credits):

| | |
|--|------|
| BIO111 and BIO112: General Biology I and II..... | 4, 4 |
| BIO210: Microbiology | 4 |
| BIO220: Cell Biology and Chemistry..... | 4 |
| BIO440: Genetics | 4 |
| BIO471: Biology Seminar..... | 3 |
| Five biology electives (15-20 credits) from the 200-level or above | |
| CHM113 and CHM114: General Chemistry I and II..... | 4, 4 |

Major in Biology (B.S.)

Students interested in the study of the biological and biomedical sciences earn a B.S. in Biology. A minimum of 20 courses (67-73 credits) are required:

| | |
|--|------|
| BIO111 and BIO112: General Biology I and II..... | 4, 4 |
| BIO220: Cell Biology and Chemistry..... | 4 |
| BIO440: Genetics | 4 |
| BIO471: Biology Seminar..... | 3 |
| CHM113 and CHM114: General Chemistry I and II..... | 4, 4 |
| CHM205 and CHM206: Organic Chemistry I and II..... | 4, 4 |
| BCH403: Biochemistry | 4 |
| MTH191: Applied Calculus | 3 |
| or MTH201: Calculus I..... | 3 |
| STA201: Statistical Methods | 3 |
| PHY201 and PHY202: General Physics I and II..... | 4, 4 |
| or PHY205 and PHY206: Principles of Physics I and II | 4, 4 |
| Six biology electives (18-24 credits) from the 200-level or above, four of which have laboratory associated with them. | |

Biology, Concentration in Environmental Sciences (B.S.)

Students wishing to pursue an environmental science concentration will satisfy the requirements above for a B.S. in Biology, with the following changes or additions. A minimum of 22 courses (78-82 credits) are required:

Required courses:

| | |
|---------------------------------------|---|
| CHM310: Environmental Chemistry | 4 |
| BIO255: Conservation Biology | 3 |
| BIO260: Marine Biology | 4 |
| BIO310: Ecology..... | 4 |

Four of the six biology electives at the 200-level or above must be chosen from the following:

| | |
|-------------------------------|---|
| BIO200: Botany | 4 |
| BIO210: Microbiology | 4 |
| BIO275: Tropical Biology..... | 4 |

| | |
|--|-----|
| BIO280: Comparative Anatomy | 4 |
| BIO320: Evolution | 3 |
| BIO390: Environmental Science Internship | 3-4 |
| BIO497: Undergraduate Research | 3-4 |

The following courses are recommended:

| | |
|---|------|
| CHM305 and CHM306: Physical Chemistry I and II | 4, 4 |
| CHM309: Instrumental Analysis | 4 |
| CHM407: Advanced Organic Chemistry | 4 |
| MGT385: Environmental Management - Quality Systems (ISO9000-ISO140000)... | 3 |
| MTH202: Calculus II | 3 |
| POL213: Global Environmental Politics..... | 3 |
| RTS332: Christian Ethics and the Environment | 3 |
| ENV434: Environmental Justice | 3 |

Biology, Concentration in Microbiology (B.S.)

Students interested in the study of microorganisms, viruses and the immune system will satisfy the B.S. in Biology with a concentration in microbiology. Those pursuing this concentration will satisfy the above for a B.S. in Biology with the following additions. Majors complete 21 courses (77 credits).

Additional required courses are:

| | |
|---|---|
| BIO210: Microbiology | 4 |
| BIO330: Pathogenic Microorganisms | 4 |
| BIO340: Parasitology | 4 |
| BIO350: Mycology | 3 |
| BIO420: Immunology | 3 |
| BIO460: Virology | 3 |
| BCH410: Pharmacology and Toxicology | 3 |

Preparation for Entrance into the Medical Technology Program (B.S. in Medical Technology)

Students who wish to pursue a career in Medical Technology may do so by entering a 15 month clinical laboratory program following graduation. A B.S. in Biology, with the following courses, or a B.S. in Biology with a concentration in Microbiology with the addition of **BCH404**, **MET301** and **MET302** is required. Entrance requirements also include a cumulative GPA of 2.5 and a GPA of 2.5 in science and math courses.

Required courses:

| | |
|--|---|
| BIO210: Microbiology | 4 |
| BIO330: Pathogenic Microorganisms | 4 |
| BIO340: Parasitology | 4 |
| BIO420: Immunology | 3 |
| BIO450: Pathophysiology | 3 |
| BIO460: Virology | 3 |
| BCH404: Advanced Biochemistry | 4 |
| MET301: Clinical Laboratory Practicum I | 3 |
| MET302: Clinical Laboratory Practicum II | 3 |

Upon completion of the clinical internship, the student receives a B.S. in Medical Technology and is eligible to sit for the American Society of Clinical Pathology national exam in order to become a registered Medical Technologist.

Double Major in Biology and Secondary Education (B.A.S.)

Students interested in teaching Biology at the high school level double major in Biology and Secondary Education.

Required courses for the B.A. in Biology: **BIO111, 112, 200, 210, 220, 310, 320, 440, 471** and one Biology electives at the 200 level or above; **CHM113, 114.**

Students wishing to complete the requirements for a General Science certification in addition to Biology certification must take **PHY201** and **PHY202** or **PHY205** and **PHY206.**

Major in Interdisciplinary Environmental Studies

The Department of Biology and Biomedical Sciences participates in this interdisciplinary majors. Please see Environmental Studies section of catalog for additional details.

Minor in Biology

Students completing a minor in Biology must take a minimum of six biology courses (20-24 credits). The initial courses in the minor shall be either:

BIO111 and **BIO112: General Biology I and II**4, 4
 or **BIO205** and **BIO206: Human Anatomy and Physiology I and II**4, 4
 At least four additional courses (12-16 credits) must be at the 200-level or above. General Chemistry I and II may be substituted for two of the Biology courses by permission of the chair. The courses chosen for the minor will be mutually agreed upon by the chair of the Department and the student prior to registration.

Minor in Environmental Studies

Students completing a minor in Environmental Studies take a minimum of seven courses (25 credits minimum).

Required Biology courses:

BIO140: Humans and the Environment3
BIO140L: Humans and the Environment Lab1
BIO255: Conservation Biology3
BIO310: Ecology4

Two Biology electives chosen from:

BIO200: Botany4
BIO220: Cell Biology and Chemistry4
BIO260: Marine Biology4
BIO280: Comparative Anatomy4
BIO320: Evolution3
BIO390: Environmental Science Internship3-4

Two Interdisciplinary electives chosen from:

| | |
|---|-----|
| MGT385: Environmental Management-Quality Systems (ISO9000/ISO14000) ... | 3 |
| POL213: Global Environmental Politics..... | 3 |
| RTS332: Christian Ethics and the Environment | 3 |
| BIO497: Undergraduate Research | 3-4 |
| ENV434: Environmental Justice..... | 3 |

Minor in Neuroscience

The Neuroscience minor is designed for the student interested in exploring the brain, nervous system and behavior. It is geared toward students planning on pursuing graduate study in Biology, Psychology or Neuroscience or for those with a serious interest in the field. Since graduate programs in neuroscience vary from school to school, this minor will not necessarily meet all entrance requirements. Students are advised to check with the requirements of the individual graduate program. The minor is designed to complement any major.

Students not majoring in Biology who are interested in the Neuroscience minor complete three prerequisite courses (10-11 credits).

| | |
|--|---|
| PSY100: Introduction to Psychology | 3 |
| BIO110: Human Biology | 3 |
| BIO220: Cell Biology and Chemistry | 4 |

Students majoring in Biology complete **PSY100: General Psychology** and **BIO111-BIO112: General Biology I and II**, and Nursing majors complete **PSY100, BIO205-BIO206: Human Anatomy and Physiology I, II**.

Students completing a minor in Neuroscience take a minimum of 10 courses (27-29 credits). Required courses for the minor:

| | |
|---|---|
| PSY320: Psychology of Learning and Behavior | 3 |
| PSY350: Physiological Psychology | 3 |
| BIO284: Hormones and Behavior | 3 |
| BIO425: Neuroscience | 3 |
| BIO426: Experiments in Neuroscience | 1 |

At least two electives from the following:

| | |
|---|-----|
| PSY310: Cognitive Psychology | 3 |
| BIO497: Undergraduate Research | 1-6 |
| BCH410: Pharmacology and Toxicology | 3 |
| BIO360: Animal Physiology | 4 |

Pre-professional Health Career Interests

Biology majors interested in professional graduate programs such as medical, dental, veterinary and physical therapy schools should consult with the pre-health professions advisor to determine the appropriate degree and courses that should be taken. The B.S. in Biology, Biology- Environmental Sciences, and Biology-Microbiology meet most of the requirements for these programs. Students are advised to check the admission requirements of the professional and graduate program.

Biology Courses

BIO110: Human Biology: Physiology and Health 3 credits

Core Complement Course in Natural Sciences

This course is a concept-oriented study of the interrelationships and variations in the physiological processes in health, disease, heredity and sexuality that can be applied to real-life situations. Students will be given opportunities to read and critically analyze many of the new and challenging developments in human biology, along with the moral and ethical choices, responsibilities and dilemmas that inevitably accompany them.

BIO111: General Biology I 4 credits

Core Complement Course in Natural Science

This course introduces fundamental concepts in ecology and evolution, relationships within populations and communities in the biosphere. Laboratory exercises include the use of natural richness of the school's island geography and in-lab simulations. Ethical concerns related to resources and their care and distribution are discussed.

BIO112: General Biology II 4 credits

Core Complement Course in Natural Science

Foundational concepts in comparative anatomy of plants and animals, their physiology and adaptations are considered. Cell structure, biochemistry and molecular biology are highlighted. Lab includes wet experiment, dissection and simulations.

BIO140: Humans and Their Environment 3 credits

Core Complement Course in Natural Sciences

This course considers the interdependence and tension between humans and their environment. Discussions of contemporary, social, economic, and ecological concerns such as population growth, world hunger, pollution and resource utilization attempt to provide the student with the general background necessary for consideration of environmental ethics. The student will then critically evaluate and analyze the moral choices involved in such environmental dilemmas as: intergenerational equity, the needs of Third World and developing countries versus the needs of industrialized nations, individual needs and rights versus the good of both the local and global communities.

BIO140L: Humans and Their Environment Laboratory 1 credit

This course consists of laboratory exercises to give the students experience with the scientific method, measurement, computation, quantification, statistical analysis, and lab report writing. These include topics such as osmotic gradients, analysis of temperature, pH, conductivity, salinity, population demographics, water, air and soil quality, toxicology and Behavioral Ecology.

Prerequisite or co-requisite: BIO140.

BIO150: Bioinformatics 4 credits*Core Complement Course in Natural Sciences*

Bioinformatics is an interdisciplinary dimension of biotechnology that merges the development of computer technology application with molecular biology. This introductory level course will combine the fundamental information required to understand the basic DNA-protein and molecular biology concepts with the computer applications that will enable the student to annotate, manipulate and interpret such databases.

BIO190: Nutrition 3 credits*Core Complement Course in Natural Sciences*

This course presents a survey of nutrition. Various nutrients and their relationship to human growth and development will be analyzed. Both the benefits and the safety problems associated with the rapid changes in the technology of food science will be assessed along with hunger as serious global, moral, and ethical concerns.
Prerequisite: BIO110.

BIO200: Botany 4 credits

This is an introductory course with laboratory emphasizing the continuous interaction of living plants with the environment by examining the structures and functions of cells, tissues and organs of both terrestrial and marine plants and algae. Special emphasis will be placed on ecology, particularly the role of plants in the biosphere, and on appropriate environmental issues. Additionally, this class examines through laboratories and hands-on work in our greenhouse how environmental factors affect plant growth and survival.

BIO205/BIO206: Human Anatomy and Physiology I, II 4,4 credits*Core Complement Course in Natural Sciences*

A systematic study of the gross and microscopic anatomy of the human body and the function of its parts are explored in this course. Laboratory work includes dissections, microscopic examinations of structures and experiments in physiology. This sequence is for those in nursing. It is not appropriate, in and of itself, for those considering professional schools or graduate school in anatomy, physiology or development.

BIO207: Microbiology of Health and Disease 4 credits*Core Complement Course in Natural Sciences*

This course is designed for students interested in pursuing a Nursing degree. Emphasis is on microorganisms in health and disease. Structure physiology and genetics of viruses, bacteria and fungi are discussed as well as non-parasitic relationships, immune responses and treatment and prevention of disease. Laboratory component includes the cultivation, biochemical differentiation, control and diagnosis of microorganisms.
Prerequisite: BIO205.

BIO210: Microbiology 4 credits*Core Complement Course in Natural Sciences*

This introductory course is a foundational, yet comprehensive overview of microbiology. The principles of morphological structure, physiology and genetics

of viruses, bacteria and fungi are discussed. Upon completion of this course the student will have a good understanding of the nature of host-parasite interactions in infectious diseases, host defense mechanisms, the control of microbial populations, and the diagnosis of human disease. Laboratory work includes the cultivation, biochemical differentiation, control and diagnosis of microorganisms.
Prerequisite: BIO112 or BIO205.

BIO220: Cell Biology and Chemistry 4 credits
Core Complement Course in Natural Sciences

A comprehensive comparison of the structure and function of prokaryotic and eukaryotic cells and their components are examined in detail at the cellular, sub-cellular and molecular levels. The molecular mechanisms of cell growth and survival, metabolism and cell-cell interactions are presented in both the normal state (development, species preservation) and in the abnormal state (cancer, genetic diseases). The fundamentals of cellular chemistry and the chemical properties of biologically important macromolecules are emphasized. Laboratory experiments are designed to introduce the current concepts and techniques in molecular biology, biochemistry and cell biology as a means to study cellular structure and function.

Prerequisites: BIO112 or BIO205 and BIO206, or permission from department chair.

BIO230: Biotechnology: The Business of Biology 3 credits

An introduction to recent developments in basic biological research that are improving technologies for producing food, medicines, clinical diagnostic procedures, and a vast array of other biochemicals that extend and improve modern life. The course discusses the basic principles of genetics, applied microbiology, agribusiness and industrial biotechnology. Also considered are governmental policies regarding the development and regulation of biotechnology research. Students will then analyze and evaluate the moral and ethical choices and dilemmas of this rapidly evolving technology and its global effects.

BIO235: Biotechniques 4 credits

This laboratory course covers the theory and practice of commonly used laboratory techniques in modern biology. Students will acquire skills in recombinant DNA technologies, gene manipulation, cloning, cell culture, and gene transfer, as well as protein expression, protein purification and characterization. Techniques in electrophysiology, anatomical tracing and surgery will be included in an alternating basis. The course emphasizes laboratory skills for entry-level employment in biotechnology, pharmaceutical and biomedical laboratories.

Prerequisites: BIO220 and permission of the department chair.

BIO250: Kinesiology 3 credits

This course presents an introduction to the discipline of kinesiology, the study of human biomechanics. Emphasis will be on examination of muscle movement and physiology from an integrated function, health and disease perspective.

Prerequisites: BIO111-BIO112 or BIO205-BIO206 and BIO220.

BIO255: Conservation Biology 3 credits

Conservation Biology is the integrated science of diversity and scarcity developed to face the challenge of stemming the current rate of extinction. Students will be introduced to the discipline in three key areas: understanding patterns of global biodiversity, investigating the human influence on biological species, populations, communities and ecosystems, and to gain a basic understanding of the practical approaches to prevent extinction, maintain genetic variation, and protect and restore biological communities.

Prerequisite: BIO140 or BIO111.

BIO260: Marine Biology 4 credits

Estuarine, coastal and marine environments and the organisms that inhabit these environments are studied in this course. The technology needed to monitor and maintain marine ecosystems is practiced in the lab and the field.

Prerequisites: BIO140 and BIO140L, a three-week lab addition is available or BIO111 and BIO112 or BIO205 and BIO206.

BIO275: Tropical Biology 4 credits

An introduction to terrestrial and marine biomes of tropical latitudes, biodiversity of Neotropical wildlife and fisheries of the Caribbean, human ecology in Central America, and coral reef, mangrove and tropical forest ecology. Tropical biology offers students the exciting opportunity to study first-hand the evolutionary ecology of important plant and animal taxa in tropical ecosystems. Course design emphasizes intensive field exploration of tropical ecosystems on land and sea in Belize, Central America, where students are introduced to a great diversity of tropical habitats, each possessing distinctive biotas that in turn demonstrate unique evolutionary histories and ecological dynamics. The course and field exploration emphasizes the human dimensions of tropical systems and the principles of conservation biology.

Prerequisites: BIO111 or BIO140 and BIO140L and declared biology or environmental studies major or minor.

BIO280: Comparative Anatomy 4 credits

This course, designed for students interested in human or animal medicine, other professional health programs and graduate school in physiology, anatomy or development, provides a comparative study of the evolutionary and anatomical aspects of the principal organ systems of the vertebrate body with emphasis on the human. Laboratory consists of microscopy and dissection of numerous animal species.

Prerequisites: BIO111 and BIO112 or BIO205 and BIO206.

BIO284: Hormones and Behavior 3 credits

Hormones and Behavior is a one-semester introduction to the field of behavioral endocrinology. As such, it is enormously broad in scope, encompassing psychology, cell biology, biochemistry and neurobiology. The action of hormones in the body and their interactions with internal and external forces influence animal and human behavior. Topics addressed in this course are cellular mechanisms of hormone action, metabolism, stress, sexual differentiation and sexual development, gender identity, hunger, thirst,

aggression, affiliation, mating behavior and learning and memory.

Prerequisites: BIO110 and PSY100 or Biology major/minor or Neuroscience minor, sophomore or higher standing.

BIO310: Ecology

4 credits

This course examines the concepts of the ecosystem, populations, communities, the flows of energy, material cycles, and the necessity of diversity. Concepts including the unity of organisms and inseparable interactions with the physical environment are analyzed. Class discussions include topics such as the formation, distribution, and organization of ecological communities; plant succession and nutrient cycling; evolutionary trends of plant and animal populations.

Prerequisites: BIO111, BIO112 or BIO140 and BIO140L and permission of instructor.

BIO320: Evolution

3 credits

The goal of this course is to provide students with an intellectual understanding of the principles of evolution, an appreciation of the historical processes leading to the development of the theory, and a sense of the scientific debate and controversy regarding the operation of evolutionary processes. The course will cover the history of evolutionary thought from Aristotle to the present. Emphasis will be placed on the cultural, religious, and philosophical atmosphere in Europe at the time Darwin was writing and publishing *Origin of Species*. The social and scientific ramifications of Darwinian theory will be presented. The course will include macroevolution, microevolution, and sexual selection.

Prerequisites: BIO111-BIO112 and one other 200 level BIO course.

BIO330: Pathogenic Microorganisms

4 credits

The epidemiology of specific diseases of rickettsiae and bacteria are used to introduce the different concepts of pathogenicity. Mechanisms of bacterial virulence and host defenses are examined to demonstrate the delicate balance in host-parasite relationships. The laboratory is based upon the isolation and identification of animal and human pathogens.

Prerequisites: BIO210 and junior/senior academic standing.

BIO340: Parasitology

4 credits

The basic properties of parasites are examined in detail. The life cycle and morphology of specific human, animal and plant parasitic organisms are discussed. This information serves as the basis for analyzing the clinical disease, and for discussing the diagnosis, treatment, control, epidemiology and prevention of parasitic infections.

Prerequisites: BIO220 and junior/senior standing.

BIO350: Mycology

3 credits

The structure, life cycles and classification of the fungi are presented. The role which fungi play in causing allergies in man and as pathogens of plants and animals will be discussed.

Prerequisites: 200-level biology course and junior/senior academic standing.

BIO360: Animal Physiology 4 credits

This advanced physiology course, designed for students interested in human or animal medicine, other professional health programs and graduate school in physiology, anatomy or development, draws heavily upon knowledge gained in earlier courses to understand the aspects of organismal function unique to mammals, particularly humans. It attempts to integrate processes, from the molecular level to the whole animal, in order to gain an understanding of homeostasis. The laboratories emphasize hands-on learning and experiences with live animals.

Prerequisites: BIO220 and junior/senior standing.

BIO370: Molecular Biology and Genetics 4 credits

This course provides an introduction to the basics of the molecular processes and genetics of the cell. Particular emphasis will be given to DNA synthesis, DNA repair, protein synthesis and structure, development, differentiation and regulation of gene activity.

Prerequisites: BIO220 and junior/senior standing.

BIO390: Environmental Science Internship 3-4 credits

A supervised work experience in areas of environmental science such as wildlife management, water resources, sewer treatment systems, salt marsh monitoring and restoration, environmental education or natural resource management are available. Students are expected to review the literature on the chosen internship project and to make formal oral and written presentation of the internship experience.

Prerequisite: Permission of director of Environmental Studies Program.

BIO399: Special Topics 3-4 credits

This course investigates topics of current interest in the field of Biology and Biomedical Sciences. The topics to be covered and the focus of the course will be specified at the time of registration. This course may be repeated for different topics.

Prerequisite: 200 level biology course, or as indicated at the time of offering.

BIO410: The Biology of Cancer 3 credits

The emphasis of this course is a study of the biological effects of radiation and other toxins both natural and man-made on the normal cell. Cell processes thought to be involved in transforming the normal cell to a cancerous cell will be explored.

Prerequisites: BIO220 and junior/senior standing.

BIO420: Immunology 3 credits

A study of the cellular and humoral interaction involved in the response of the host to antigenic stimulation. Special emphasis is given to bursal and thymic influence on lymphoid cells, immune mechanisms in viral diseases, vaccines, autoimmune disorders and immunochemistry.

Prerequisites: BIO220 and junior/senior standing.

BIO425: Neuroscience

3 credits

Neuroscience is an interdisciplinary field encompassing cell biology and physiology, biochemistry, physics and psychology. As such, it is considered to be an integrative science of brain, body and emotion. The anatomical features of the nervous system and the principle molecular and physiological events that govern neuronal communication are the foundations of the course. These fundamentals will be used to introduce students to system level concepts, such as neural development, sensory and motor control, learning and conditioning behavior and memory.

Prerequisites: BIO220 and junior/senior standing.

BIO426: Experiments in Neuroscience

1 credit

This laboratory course correlates with BIO425: Neuroscience. It may be taken with BIO425 or following it. The lab will cover anatomical, physiological, behavioral, and neuro- biological modeling techniques used to study the nervous system and the brain. This course will emphasize learning basic neuroscience laboratory techniques using living, non-vertebrate animals. The students will also practice designing research experiments and taking them through the grant approval process.

Prerequisite: BIO425 or concurrent enrollment, junior/senior standing.

BIO440: Genetics

4 credits

Introductory material includes review lectures on the structure and synthesis of DNA, RNA and protein. Classroom discussions include the gene theory, the various methods by which genes are expressed or repressed, structural changes in the chromosomes and their effects, elementary Mendelism and its modification, and the genetics of prokaryotes and eukaryotes. Laboratory emphasizes both classical and modern laboratory techniques.

Prerequisites: BIO220 and junior/senior standing.

BIO450: Pathophysiology

3 credits

This course presents an in-depth study of the present theories of what constitutes the normal cell, the adapted cell, the injured cell and the dead cell. The exogenous and endogenous environmental stresses that exceed the adaptive capabilities of the cells are examined. Their injury at the cellular level is related to diseases of the individual organs and to the effects these diseases have on the body as a whole.

Prerequisites: BIO220 or BIO206, and junior/senior standing.

BIO460: Virology

3 credits

The basic properties of viruses are examined in depth. This information serves as the basis for analyzing the mechanisms by which viruses interact with humans, animals, plants or bacteria to produce disease. The use of viruses as tools for studies in genetics, biochemistry, and molecular biology are also presented. Viruses are considered in two parallel ways, as very interesting organisms and as agents of disease.

Prerequisites: BIO210 and BIO220, junior/senior standing.

BIO471: Biology Seminar 3 credits

This course provides an opportunity for students to make formal written and oral presentations of in-depth areas of current biological and biomedical research literature. Class discussions include recent developments in the biological sciences including the ethical considerations of those developments. In addition, the student will review the history and philosophy of science.

Prerequisite: 300-level biology course.

BIO497: Undergraduate Research 1-6 credits

In-depth laboratory investigation of a specific topic in biology. Topic and credit to be determined by the faculty member who is acting as research advisor.

Prerequisite: Permission of the department chair.

BIO499: Independent Study 2-4 credits

Supervised study in an area not available in a regularly scheduled course.

Prerequisite: Proposal approved by the department chair, Biology majors and minors only.

Biochemistry Courses**BCH403: Biochemistry** 4 credits

This course provides an introduction to biochemistry. The organizing principles of cellular biochemistry are emphasized. Within this framework the structures, chemistry, and function of proteins, nucleic acids and amino acids, lipids and carbohydrates are presented. Molecular topics such as evolution, protein sequencing, proteomics are also introduced. Lab included.

Prerequisite: BIO220 or CHM206 or concurrent enrollment.

BCH404: Advanced Biochemistry 4 credits

The metabolic pathways of carbohydrates, lipids, amino acids and their metabolic controls are presented. The central concepts of genomics, nucleic acid sequencing, the molecular basis of self-assembly, morphogenesis and cellular differentiation are stressed. Emphasis is also given to the important ultra-structural elements of the cell, neurotransmission, hormones, and cell signaling. Lab included.

Prerequisite: BCH403.

BCH410: Pharmacology and Toxicology 3 credits

The fundamentals of how chemicals produce therapeutic and toxic responses are presented. Emphasis is given to the absorption, distribution, metabolism and elimination of drugs from the body and their receptors and interactions. Through case studies and informed debate, students learn the effects of drugs on the human population and the environment.

Medical Technology Courses**MET301: Clinical Laboratory Practicum I** 3 credits

An introduction to clinical hematology and immunology. The hematology section will include hematopoiesis, hemoglobinometry, anemias, principles of cell counting, and the morphology of peripheral blood cells. The immunohematology section of this course will include blood grouping, cross-matching, quality control, and antibody screening.

Prerequisites: Declared BS Microbiology and MedTech majors.

MET302: Clinical Laboratory Practicum II 3 credits

An introduction to the scientific principles and theory in clinical chemistry, instrumentation and microscopy including colorimetric analysis, quality control, dilutions and enzymatic determinations with emphasis on basic skills. The routine analysis of urine and other body fluids will also be covered, including the water soluble and insoluble components, clearance calculations, kidney functioning tests, and urine calculi analysis.

Prerequisites: Declared BS Microbiology and MedTech majors.

Note: all of the following courses are related to the clinical internship taken in the hospital setting.

Prerequisite: Matriculation as a BS Medical Technology major.

MET400: Clinical Laboratory Techniques 32 credits

The following courses are pursued in the laboratories of the hospitals affiliated with this university and constitute the internship portion of the Bachelor of Science program in Medical Technology.

MET410: Clinical Microbiology

This course addresses the relationship of bacteria and bacterial diseases of man with an emphasis on the application to medical diagnosis. Students rotate through all routine areas of clinical microbiology, parasitology and virology.

MET420: Clinical Chemistry

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

MET430: Immunohematology

Instruction is given in drawing and processing blood and in ascertaining blood compatibility. Major topics include the development and chemical structure of blood group antigens, the correlation of physical properties of antigens and antibodies with testing procedures, the role of complements in blood banking, autoimmune status, and the inheritance patterns of blood groups. Hemolytic Disease of the Newborn, transfusion reactions, and the preparation and use of blood components. Laboratory practice also emphasizes serological procedures in the diagnosis of disease. Donor recipient blood tissue reactions are covered in detail. Students gain experience in blood bank operations.

MET440: Hematology and Coagulation

This course addresses the morphology of the blood and blood-forming organs and the study of abnormalities associated with diseases. Diagnostic procedures are emphasized. Experience is also gained in the dynamics of coagulation. During the clinical laboratory rotation, the student is expected to master the routine procedures performed in hematology and to become familiar with specialized hematology procedures and automated hematology instrumentation.

MET450: Clinical Microscopy

This course consists of lectures and laboratory practice in the microscopy of body fluids. Topics covered include the anatomy and physiology of the kidney, the formation and composition of urine, urine chemistry procedures, and the appearance of normal and abnormal urine sediments.

MET460: Medical Technology Hospital Elective

This course is an introduction to pathology. The correlation between pathological processes and clinical symptoms and the courses of disease will be studied.

(Note: This course is not offered by all affiliated hospitals.)

MET470: Special Topics

This course investigates current topics in the field of Biomedical Technology. The topics to be covered and the focus of the course will be specific at the time of registration. This course may be repeated for different topics.

Business Studies and Economics

Department Chair: Nadia Abgrab Noormohamed, D.B.A.

Coordinators:

Accounting: Jamie M. Carlone, M.S., C.P.A.

Applied Technology:

Business Administration: Arlene J. Nicholas, Ph.D.

Economics: Carmel Coughlan, M.B.A.

Financial Management: Jamie M. Carlone, M.S., C.P.A.

Global Business and Economics: Carmel Coughlan, M.B.A.

Health Care Administration and Management: Mark Hough, M.B.A.

Marketing: Nadia Abgrab Noormohamed, D.B.A.

The programs in The Department of Business Studies and Economics build upon the liberal arts essence and Catholic values of Salve Regina University to provide a broad range of studies for students interested in leadership and management functions associated with the allocation of resources and decision processes inherent in a highly competitive global business environment. Participants in the program have the opportunity to develop critical and analytical thinking, decision-making skills and understanding of personal accountability, as those students are introduced to management theories, business practices and the technology which enhances both productivity and effective utilization of all resources. The challenges and the advantages of working with an increasingly diverse work force are incorporated into appropriate course offerings. The emerging global market and the competitive forces shaping strategic plans and the future of the U.S. and international business environments are central issues to The Department of Business Studies and Economics programs' including majors in Accounting, Business Administration, Economics, Financial Management, Global Business and Economics, Health Care Administration & Management and Marketing. The program also offers minors in Accounting, Applied Technology, Business Administration, Economics, Global Business and Economics, and Sports Management. The Business Studies curriculum is developed in consonance with the recommendations of our accreditation bodies, the departmental faculty, and an advisory council of business professionals, academic colleagues, staff, and accomplished alumni to meet the current demands of the global business environment.

Professional Accreditation

All Majors and Minors excluding the Bachelor of Arts (BA) and Bachelor of Science (BS) in Economics within the Department of Business Studies and Economics are professionally accredited by the International Assembly for Collegiate Business Education (IACBE). The IACBE establishes professional standards for program content and is a leader in requiring outcomes assessment to measure institutional and program effectiveness.

Sigma Beta Delta International Business Honor Society

The Department of Business Studies and Economics maintains an active chapter of Sigma Beta Delta, the national honor society for business, to recognize academic excellence and personal achievements of undergraduate and graduate students in the Business Studies and Department of Economics.

The Alpha Mu Alpha National Honor Society

The Alpha Mu Alpha National Honor Society recognizes academic achievement of graduating seniors who hold active membership in Salve Regina University's chapter of the American Marketing Association.

American Marketing Association (AMA)

Salve Regina University's American Marketing Association is an international organization for students interested in furthering their study and practice of marketing. The Salve Regina University Chapter of the American Marketing Association provides marketing resources and education by offering professional development activities and networking opportunities. National competition and local community service projects not only enhance members' skills and knowledge, but also promote ethical decision-making and responsible citizenship.

Declaration of Major

Students may formally declare their major by meeting with the chair of the Business Studies and Economics Department.

Students in the Business Studies and Economics Department are required to maintain a minimum of a C+ (2.3) overall average to remain in the Business Studies and Economics program.

Business Studies and Economics Core Requirements

The Business Studies and Economics program requires students enrolled in courses of study leading to the award of a major in Accounting, Business Administration, Financial Management, Global Business and Economics, Health Care Administration & Management, and Marketing to complete the following core course requirements (42 Credits):

Business Studies and Economics Core Requirements:

| | |
|---|---|
| ACC101: Financial Accounting | 4 |
| ACC104: Managerial Accounting | 4 |
| APT103: Internet and Computing Core Certification (IC3) | 3 |

or APT304: Microsoft Certified Application Specialist (MCAS)3
 or ACC341: Accounting Information Systems*3
 ECN101: Introductory Macroeconomics3
 MGT120: Management and Organizational Behavior3
 MGT212: Business Communication3
 MGT270: Financial Management3
 MGT280: Principles of Marketing3
 MGT300: Ethics for Business.....3
 MGT403: Business Law – Labor Law3
 MGT490: Strategic Business Planning.....4
 MTH172: Quantitative Methods for Business.....3
 or MTH191: Applied Calculus**3
 STA201: Statistical Methods3

*Accounting Majors ONLY

**B.S. Financial Management and B.S. Economics majors must take MTH191 and do not have the MTH172 option.

Major in Accounting (B.S.)

Coordinator: Jamie M. Carlone, M.S., C.P.A.

The Accounting major provides students the professional expertise and knowledge necessary to meet the demands of the accounting profession and related careers in finance. The courses in the Accounting major encourage students to use critical and analytical thinking, make rational decisions, solve problems, and understand the ethical implications of reporting and using financial and non-financial information.

The Accounting major provides the needed foundation from which students may choose to obtain a professional certification to help advance their careers. Examples of some of these certifications are: Certified Public Accountant (CPA), Certified Management Accountant (CMA), Certified Fraud Examiner (CFE), and Certified Internal Auditor (CIA). These certifications have requirements in addition to receiving a bachelor's degree. Some additional requirements may include further education, professional experience, and passing the exam for that specific certification.

Requirements for the Accounting major consist of the Business Studies and Economics core requirements (42 credits):

ACC101: Financial Accounting4
 ACC104: Managerial Accounting.....4
 ACC341: Accounting Information Systems3
 ECN101: Introductory Macroeconomics3
 MGT120: Management and Organizational Behavior3
 MGT212: Business Communication3
 MGT270: Financial Management3
 MGT280: Principles of Marketing3
 MGT300: Ethics for Business3
 MGT403: Business Law - Labor Law3
 MGT490: Strategic Business Planning4

| | |
|---|---|
| MTH172: Quantitative Methods for Business | 3 |
| or MTH191: Applied Calculus..... | 3 |
| STA201: Statistical Methods | 3 |

And ten (10) additional courses (30 credits) for a total of 72 credits:

| | |
|--|---|
| ECN305: Money and Banking | 3 |
| ACC201: Intermediate Accounting I..... | 3 |
| ACC311: Intermediate Accounting II | 3 |
| ACC312: Intermediate Accounting III | 3 |
| ACC322: Cost Accounting | 3 |
| ACC331: Federal Income Taxes I..... | 3 |
| ACC332: Federal Income Taxes II..... | 3 |
| ACC401: Advanced Accounting..... | 3 |
| ACC404: Auditing | 3 |
| ACC405: Accounting Theory and Practice | 3 |

Minor in Accounting

Students completing a minor in Accounting are required to take six courses (20 credits):

| | |
|--|---|
| ACC101: Financial Accounting | 4 |
| ACC104: Managerial Accounting..... | 4 |
| ACC201: Intermediate Accounting I..... | 3 |
| ACC311: Intermediate Accounting II | 3 |
| ACC331: Federal Income Taxes I..... | 3 |
| MGT270: Financial Management | 3 |

Major in Business Administration (B.S.)

Coordinator: Arlene J. Nicholas, Ph.D.

The courses required to earn the major in Business Administration include a broad range of accounting, finance, applied technology and management courses that prepare graduates for a variety of opportunities in business, as well as preparation for graduate studies.

Requirements to complete the major in Business Administration consist of the Business Studies and Economics core requirements (45 credits):

| | |
|--|---|
| ACC101: Financial Accounting | 4 |
| ACC104: Managerial Accounting..... | 4 |
| APT103: Internet and Computing Core Certification (IC3) | 3 |
| or APT304: Microsoft Certified Application Specialist (MCAS) | 3 |
| ECN101: Introductory Macroeconomics | 3 |
| MGT120: Management and Organizational Behavior..... | 3 |
| MGT212: Business Communication | 3 |
| MGT270: Financial Management | 3 |
| MGT280: Principles of Marketing | 3 |
| MGT300: Ethics for Business..... | 3 |
| MGT403: Business Law – Labor Law | 3 |
| MGT490: Strategic Business Planning..... | 4 |
| MTH172: Quantitative Methods for Business | 3 |
| or MTH191: Applied Calculus..... | 3 |

STA201: Statistical Methods3

and six (6) additional courses (18 credits) for a total of 60 credits.

MGT214: Project Management3

ECN102: Introductory Microeconomics.....3

MGT290: Management of Human Resources.....3

MGT320: Investment Planning.....3

MGT350: Business Research Methods3

MGT491: Professional Internship in Business.....3

Minor in Business Administration

Students enrolled in other academic disciplines, who are interested in earning a minor in Business Administration, are encouraged to contact the Chairperson from the Department of Business Studies and Economics. Students are required to successfully complete seven courses (22-23 credits) to meet requirements for the Business Administration minor.

Required courses:

ACC101: Financial Accounting4

ECN101: Introductory Macroeconomics3

MGT120: Management and Organizational Behavior3

MGT212: Business Communication3

or ENG254: Writing for Professionals3

MGT300: Ethics for Business3

One of the following:

ACC104: Managerial Accounting4

MGT280: Principles of Marketing3

MGT290: Management of Human Resources3

MGT310: Personal Financial Planning3

ECN102: Introductory Microeconomics.....3

One of the following APT options:

APT304: Microsoft Certified Application Specialist (MCAS).....3

Or three 1-credit courses from among APT offerings3

Economics

Coordinator: Carmel Coughlan M.B.A.

Designed to develop students’ analytical abilities and raise their social consciousness so that they can better serve others and society, courses in Economics prepares students for a wide variety of career opportunities. The study of economics equips students for careers in the private and public sectors. The Economics (B.S.) and Economics (B.A.) majors prepare students for graduate study. Economics courses assist students to develop concepts, skills, and knowledge necessary for understanding management, marketing, social science disciplines, sociopolitical events, and behavioral patterns in the world. The Bachelor of Arts (BA) and Bachelor of Science (BS) majors in Economics are not subject to the assessment process required for professional accreditation by the IACBE.

Major in Economics (B.S.)

Students earning a B.S. in Economics are required to complete the following 20 courses (62 credits):

| | |
|--|---|
| ACC101: Financial Accounting | 4 |
| ACC104: Managerial Accounting..... | 4 |
| APT: 3 credits from APT offerings (3 courses)..... | 3 |
| APT304: Microsoft Certified Application Specialist (MCAS) | 3 |
| MGT120: Management and Organizational Behavior..... | 3 |
| MGT212: Business Communication | 3 |
| MGT300: Ethics for Business..... | 3 |
| ECN101: Introductory Macroeconomics | 3 |
| ECN102: Introductory Microeconomics | 3 |
| ECN201: Intermediate Macroeconomics..... | 3 |
| ECN202: Intermediate Microeconomics..... | 3 |
| ECN305: Money and Banking..... | 3 |
| ECN407: Introduction to Econometrics | 3 |
| ECN490: Public Finance and Public Policy Analysis..... | 3 |
| ECN: Four upper-level (300/400-level) economics courses (12 credits). | |
| MTH191: Applied Calculus | 3 |
| or MTH201: Calculus | 3 |
| STA201: Statistical Methods..... | 3 |
| MTH202 or MTH300, STA341, STA342 are strongly recommended for students preparing for graduate studies in financial economics or finance. | |

Major in Economics (B.A.)

The B.A. in Economics allows students the opportunity to earn a major that builds on the liberal arts foundations of Salve Regina University and the social, political, and historical aspects related to the study of economics.

Students earning a B.A. in Economics are required to complete the following 12 courses (36 credits):

| | |
|--|---|
| ECN101: Introductory Macroeconomics | 3 |
| ECN102: Introductory Microeconomics..... | 3 |
| ECN201: Intermediate Macroeconomics..... | 3 |
| ECN202: Intermediate Microeconomics..... | 3 |
| ECN305: Money and Banking..... | 3 |
| ECN417: Economic Ideas in Historical Perspective | 3 |
| ECN420/POL420: Political Economy of Industrial Societies | 3 |
| ECN490: Public Finance and Public Policy Analysis..... | 3 |
| MGT300: Ethics for Business..... | 3 |
| or RTS335: Christian Ethics and Social Issues..... | 3 |
| Three upper level (300/400-level) ECN classes | 9 |

Minor in Economics

Students completing a minor in Economics are required to take six courses (18 credits):

| | |
|--|---|
| ECN101: Introductory Macroeconomics | 3 |
| ECN102: Introductory Microeconomics | 3 |
| ECN201: Intermediate Macroeconomics | 3 |
| ECN202: Intermediate Microeconomics | 3 |
| Two (2) upper-level (300/400-level) ECN electives..... | 6 |

Major in Financial Management (B.S.)

Coordinator: Jamie M. Carlone, M.S., CPA

The Financial Management major provides students with knowledge of fundamental management tools and encourages students to use critical thinking, analytical, and interpersonal skills. The courses in Financial Management develop the expertise, knowledge and skills needed for a wide range of opportunities in business and financial institutions.

The major provides the needed educational foundation from which students may choose to obtain a professional certification to help advance their careers. Examples of some of these certifications are: Certified Financial Planner (CFP) and Chartered Financial Analyst (CFA). These certifications have requirements in addition to receiving a bachelor's degree. Some additional requirements may include further education, professional experience, and passing the exam for that specific certification. Students interested in sales of stocks, bonds, mutual funds, insurance and real estate will need to obtain the appropriate professional licenses for each specialty.

Requirements for the Financial Management major consist of the Business Studies and Economics core requirements (42 credits):

| | |
|--|---|
| ACC101: Financial Accounting | 4 |
| ACC104: Managerial Accounting..... | 4 |
| APT103: Internet and Computing Core Certification (IC3) | 3 |
| or APT304: Microsoft Certified Application Specialist (MCAS) | 3 |
| ECN101: Introductory Macroeconomics | 3 |
| MGT120: Management and Organizational Behavior..... | 3 |
| MGT212: Business Communication | 3 |
| MGT270: Financial Management | 3 |
| MGT280: Principles of Marketing | 3 |
| MGT300: Ethics for Business..... | 3 |
| MGT403: Business Law – Labor Law..... | 3 |
| MGT490: Strategic Business Planning..... | 4 |
| MTH191: Applied Calculus | 3 |
| STA201: Statistical Methods | 3 |

and eight (8) additional courses (24 credits) for a total of 66 credits:

| | |
|--|---|
| ACC331: Federal Income Taxes I..... | 3 |
| MGT214: Project Management | 3 |
| ECN102: Introductory Microeconomics..... | 3 |

| | |
|--|---|
| ECN305: Money and Banking | 3 |
| ECN351: Risk Management | 3 |
| MGT320: Investment Planning | 3 |
| MGT355: Professional Selling..... | 3 |
| MGT491: Professional Internship in Business..... | 3 |

Major in Global Business and Economics (B.S.)

Coordinator: Carmel Coughlan, M.B.A.

The Global Business and Economics program of study builds on the University's liberal arts core curriculum and the Business Studies and Economics core to provide a well-rounded educational experience. Selected courses with direct applications to the global environment from Economics, Business and other programs enhance the program to prepare students for a wide range of diverse opportunities in the international sector. Students completing the major are required to study abroad or take an additional course in modern languages.

Requirements for the Global Business and Economics major consist of the Business Studies and Economics core requirements (42 credits):

| | |
|--|---|
| ACC101: Financial Accounting | 4 |
| ACC104: Managerial Accounting..... | 4 |
| APT103: Internet and Computing Core Certification (IC3) | 3 |
| or APT304: Microsoft Certified Application Specialist (MCAS) | 3 |
| ECN101: Introductory Macroeconomics | 3 |
| MGT120: Management and Organizational Behavior..... | 3 |
| MGT212: Business Communication | 3 |
| MGT270: Financial Management | 3 |
| MGT280: Principles of Marketing | 3 |
| MGT300: Ethics for Business..... | 3 |
| MGT403: Business Law - Labor Law..... | 3 |
| MGT490: Strategic Business Planning..... | 4 |
| MTH172: Quantitative Methods for Business..... | 3 |
| or MTH191: Applied Calculus | 3 |
| STA201: Statistical Methods | 3 |

And seven (7) additional courses (24 credits)

| | |
|--|---|
| ECN102: Introductory Microeconomics | 3 |
| ECN314: Comparative Economic and Political Systems | 3 |
| ECN363: Economics of Regional - Global Organizations | 3 |
| ECN411: International Trade and Global Corporations..... | 3 |
| ECN417: Economic Ideas in Historical Perspective | 3 |
| ECN420/POL420: Political Economy of Industrial Societies | 3 |
| MGT385: Environmental Management - Quality Systems (ISO9000/ISO14000) | 3 |
| And an approved study abroad experience (3 credits) or one additional language course in the same language as the university two course requirement (3 credits). | |

Choice of two (2) courses (6 Credits) from the following for a total of 72 credits:

| | |
|---|---|
| PSY290: Cross-Cultural Psychology | 3 |
| MGT391: Japan and the Pacific Rim..... | 3 |
| ECN392: China and the Pacific Rim..... | 3 |

HIS331/POL331: Contemporary Latin America3
 HIS332/POL332: Contemporary Middle East.....3
 HIS333/POL333: Contemporary Africa3
 HIS334/POL334: Contemporary Asia3
 or Special Topics offerings provided through the Pell Center.....3

Minor in Global Business and Economics

The minor in Global Business and Economics is specifically designed for students who wish to build on the opportunities provided by their study of foreign languages or study abroad experiences at international universities. The minor may be earned by students who successfully complete a minimum of one additional foreign language course, beyond the two-course University language requirement, or successfully complete a study abroad experience in a program approved by the University’s Office of International Programs.

Students completing a minor in Global Business and Economics are required to take the following five (5) courses (15 credits):

ECN101: Introductory Macroeconomics3
 ECN102: Introductory Microeconomics.....3
 ECN314: Comparative Economic and Political Systems3
 MGT120: Management and Organizational Behavior.....3
 MGT280: Principles of Marketing3
 and choice of two (2) additional Courses (6 credits) for a total of 21 credits:
 ECN392: China and the Pacific Rim.....3
 MGT391: Japan and the Pacific Rim3
 HIS331/POL331: Contemporary Latin America3
 HIS332/POL332: Contemporary Middle East.....3
 HIS333/POL333: Contemporary Africa3
 HIS334/POL334: Contemporary Asia3
 PSY290: Cross-Cultural Psychology3

Additional Requirement: 1 course (3 credits) for a total of 24 credits

Approved study abroad experience or one additional language course in the same language above the two-course University requirement.

Major in Health Care Administration and Management (B.S.)

Coordinator: Mark Hough, MBA

The Bachelor of Science degree in Health Care Administration and Management is offered to help students enter the dynamic and fascinating world of health care management. Health care is one of the fastest growing industries in the nation and the need for talented, qualified managers/administrators in the field is ever-growing. This degree program is designed to provide an overview of the health care industry while helping students understand the challenges facing the health care industry worldwide. The curriculum is designed to help the students understand the global, social, regulatory, ethical and economic issues related to health risk, prevention, policy, and services. This degree program is part of the Department of Business Studies & Economics which will allow the students to develop communication, leadership and management skills through the traditional business disciplines. Throughout their studies students will have

opportunities to discuss ethical and moral decisions in the health care industry through the use of experiential learning both in the classroom and in industry, use critical thinking, problem solving and analytical abilities to promote decision-making and problem-solving and work to understand the needs of patients and families, and advocate for change when necessary.

The courses required to earn the Bachelor of Science in Health Care Administration and Management provide an interdisciplinary approach to health care including the business of health care, as well as a broader understanding of global health, access to care, disease, and prevention. This program of study is designed to prepare students for employment as entry-level leaders and managers of health care facilities. Eligible students are encouraged to consider the Joint Bachelors/Master's Degree program leading to a Master of Science degree in Health Care Administration and Management.

Please note, students majoring in Health Care Administration and Management will be required to take **HCA320** Financial Management in Health Care, **HCA350** Health Care and Medical Ethics and **HCA225** Health Care Law instead of **MGT270** Financial Management, **MGT300** Ethics for Business and **MGT403** Business Law.

Requirements to complete the major in Health Care Administration and Management consist of the Business Studies and Economics core requirements (42 credits) and 11-12 additional courses (29-34 credits) for a total of 71-76 credits:

| | |
|--|---|
| ACC101: Financial Accounting | 4 |
| ACC104: Managerial Accounting..... | 4 |
| BIO110: Human Biology: Physiology and Health | 3 |
| or BIO205 and BIO206 Anatomy and Physiology I and II..... | 8 |
| ECN101: Introductory Macroeconomics | 3 |
| HCA110: Health Care Systems | 3 |
| HCA225: Health Care Law..... | 3 |
| HCA310: Quality Assurance and Risk Management in Health Care | 3 |
| HCA320: Financial Management in Health Care..... | 3 |
| HCA350: Health Care and Medical Ethics | 3 |
| MGT120: Management and Organizational Behavior..... | 3 |
| MGT212: Business Communications | 3 |
| MGT280: Principles of Marketing | 3 |
| MGT290: Human Resources Management | 3 |
| MGT490: Strategic Business Planning..... | 4 |
| MGT491: Professional Internship in Business..... | 3 |
| MTH172: Quantitative Methods for Business..... | 3 |
| or MTH191: Applied Calculus..... | 3 |
| NUR130: Medical Terminology | 1 |
| NUR216: Health Care Informatics..... | 3 |
| NUR436: Care of Families in Transition: Aging and End of Life Care | 3 |
| NUR444: Public Health and Disaster Response Planning..... | 3 |
| SOA249: Global Health..... | 3 |
| STA201: Statistical Methods | 3 |
| SWK120: Social Problems..... | 4 |

Major in Marketing (B.S.)

Coordinator: Nadia Abgrab Noormohamed, D.B.A.

The courses required to earn the Bachelor of Science in Marketing provide a blend of creative and quantitative content with emphasis on marketing decision-making and the development of marketing strategies to create and to deliver value to the consumer. In addition to the required marketing courses, students select two elective courses in marketing, allowing them the opportunity to study specific areas of interest. The program also requires students to complete a 3-credit internship experience.

Requirements to complete the major in Marketing consist of the Business Studies and Economics core requirements (42 credits):

| | |
|--|---|
| ACC101: Financial Accounting | 4 |
| ACC104: Managerial Accounting..... | 4 |
| APT103: Internet and Computing Core Certification (IC3) | 3 |
| or APT304: Microsoft Certified Application Specialist (MCAS) | 3 |
| ECN101: Introductory Macroeconomics | 3 |
| MGT120: Management and Organizational Behavior | 3 |
| MGT212: Business Communication | 3 |
| MGT270: Financial Management | 3 |
| MGT280: Principles of Marketing | 3 |
| MGT300: Ethics for Business | 3 |
| MGT403: Business Law – Labor Law..... | 3 |
| MGT490: Strategic Business Planning..... | 4 |
| MTH172: Quantitative Methods for Business..... | 3 |
| or MTH191: Applied Calculus..... | 3 |
| STA201: Statistical Methods | 3 |

and eight (8) additional courses (24 credits) for a total of 66 credits.

| | |
|---|---|
| ECN102: Introductory Microeconomics..... | 3 |
| MGT305: International Issues in Consumer Behavior | 3 |
| MGT350: Business Research Methods | 3 |
| MGT390: Marketing Communications | 3 |
| MGT422: Marketing Strategies | 3 |
| MGT: Marketing Electives (2)..... | 6 |
| MGT491: Professional Internship in Business..... | 3 |

Business Studies and Economics Minors

The following minors are offered by the Business Studies and Economics program:

- Accounting
- Applied Technology
- Business Administration
- Economics
- Global Business and Economics
- Sports Management

Requirements to complete the above minors are listed with the requirements for the majors of the same name. Requirements to complete the minors in Applied Technology and Sports Management follow.

Minor in Applied Technology*Coordinator:*

Students completing the minor in Applied Technology will earn at least two certifications (IC3 in APT103 and at least one Microsoft Application Certification in APT304), and as many as six certifications. Feedback from employers and graduates suggests that the addition of these external certifications to a student's credentials upon graduation is an influential factor in future employment.

Students completing the minor in Applied Technology are required to take the following 21 credits:

| | |
|--|---|
| APT103: IC3 Certification: Internet and Computing Core Certification** | 3 |
| APT203: Rapid Application Development | 3 |
| APT213: Enterprise Resource Management | 3 |
| APT304: Microsoft Certified Application Specialist (MCAS) | 3 |
| APT307: eCommerce/e-Business | 3 |
| APT308: Internet Marketing | 3 |
| APT321: Database Management Systems | 3 |

***APT103 can be substituted with 3 one-credit APT classes:*

| | |
|------------------------------------|---|
| APT160: Microsoft Word | 1 |
| APT161: Microsoft Excel | 1 |
| APT162: Microsoft PowerPoint | 1 |
| APT164: Microsoft Visio | 1 |
| APT165: Microsoft Access | 1 |
| APT172: Collaboration Tools | 1 |
| APT173: Adobe Presenter | 1 |
| APT174: WordPress | 1 |
| APT175: E-mail Marketing | 1 |
| APT176: Adobe Acrobat Professional | 1 |

Minor in Sports Management*Coordinator: Arlene J. Nicholas, Ph.D.*

The minor in Sports Management is open to students from all disciplines and offers a program of study designed to enhance participants' knowledge of the sports industry and related businesses. The minor provides students with an interest in the sports industry the opportunity to study topics related to this rapidly growing segment of business.

Students completing a minor in Sports Management are required to take six courses (18 credits):

| | |
|--|---|
| AST251/HIS251: Sport in America | 3 |
| MGT110: Sports Management in the 21st Century | 3 |
| MGT210: Ethical and Legal Issues in Sports | 3 |
| MGT312: Sports Marketing | 3 |
| MGT491: Professional Internship in Business | 3 |
| MGT315: Event Planning and Facility Management** | 3 |

***Students may satisfy this 3-credit elective course requirement by successfully completing three of the following 1-credit classes:*

| | |
|--|---|
| MGT130: Gender and Minority Issues in Sports | 1 |
| MGT131: Media Relations/Public Relations..... | 1 |
| MGT132: Sponsorships and Fundraising | 1 |
| MGT133: Contract Negotiation | 1 |
| MGT134: The Sports Franchise | 1 |
| MGT135: Special Topics in Sports Management..... | 1 |

Joint Bachelor's/Master's Degrees in Business

Joint Bachelor's/Master's Degrees leading to the Master of Business Administration (MBA), Master of Science in Management, or Master of Science in Health Care Administration and Management.

The University offers a joint program of study leading to both a bachelor's and a master's degree. The program is designed for the University's highly motivated and qualified undergraduates.

Candidates apply to the joint bachelor's/master's program in February of the junior year. Applicants should have a grade point average of at least 3.3 and should expect to take up to four graduate courses (12 credits) in the senior year toward the undergraduate degree. The total number of credits a student takes to complete the accelerated master's program with a bachelor's and a master's degree is 150 credits, 24 of which are taken in the fifth year. Final acceptance is conditioned on the successful completion of the undergraduate degree and the graduate courses completed during the senior year.

Individuals interested in earning an M.B.A, M.S. Management, or M.S. Health Care Administration and Management through this program need to inform their appropriate undergraduate advisor and meet with the graduate business program director during the first semester of their junior year.

Accounting Courses

ACC101: Financial Accounting 4 credits

This course provides an introduction to accounting concepts and principles that are used for financial reporting and analysis. The focus will be on understanding the methods and issues related to communicating and interpreting financial information. Topics include accrual accounting, the accounting cycle, financial statement presentation, the time value of money, inventory methods, internal control, cash management, and accounting for assets, liabilities, and stockholders' equity.

ACC104: Managerial Accounting 4 credits

This course provides an overview of fundamental managerial accounting concepts. The focus is on what internal users of accounting information need to support the management functions of planning, directing, controlling, and evaluating operations. Topics include cost classifications, cost allocation, costing systems, value-based systems, cost behavior and analysis, budgeting, performance measurement and evaluation, incremental analysis, capital investment decisions, and pricing.

Prerequisite: ACC101.

ACC201: Intermediate Accounting I 3 credits

This course provides a study of more advanced financial reporting techniques expanding on financial accounting concepts introduced in ACC101. Students will take a more in-depth look at the conceptual framework, the development of financial accounting and reporting standards, the accounting cycle, and the characteristics and analysis of the required financial statements. Additional topics include comprehensive income, earnings quality, revenue recognition, and accounting for inventories. Comparisons will be made between Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) for topics covered in this course.

Prerequisite: ACC101.

ACC311: Intermediate Accounting II 3 credits

This course provides a more advanced study of financial reporting techniques expanding on financial accounting concepts covered in ACC201. The course will focus on methods used for the preparation of financial statements and the related notes to the financial statements in accordance with Generally Accepted Accounting Principles (GAAP) and how these methods compare to International Financial Reporting Standards (IFRS). Topics include the time value of money, internal controls, and accounting for: cash and cash equivalents, receivables, property, plant, and equipment, intangible assets, investments, current liabilities, contingencies, and long-term liabilities

Prerequisite: ACC201.

ACC312: Intermediate Accounting III 3 credits

This course provides a study of more advanced financial reporting techniques expanding on financial accounting concepts covered in ACC201 and ACC311. The course will focus on methods used for the preparation of financial statements and the related notes to the financial statements in accordance with Generally Accepted Accounting Principles (GAAP) and how these methods compare to International Financial Reporting Standards (IFRS). Topics include leases, tax accounting issues, pensions and other postretirement benefits, shareholders' equity, share-based compensation, earnings per share, accounting changes, error analysis and corrections, the statement of cash flows, current reporting issues and disclosure requirements, financial statement analysis, and ethical issues related to financial reporting.

Prerequisite: ACC311.

ACC322: Cost Accounting 3 credits

This course provides a study of the accounting information used by organizations to plan, control, implement, evaluate, and report business activities. Topics include cost classifications, cost behaviors, organizational strategy, value chain, balanced scorecard, job order costing, process costing, activity-based costing, cost management, breakeven analysis, cost-volume-profit analysis, variable costing, absorption costing, differential analysis, capital investment decisions, operating budgets, financial budgets, flexible budgets, standard costs, variance analysis, and pricing. Application of the concepts learned in this course will be encouraged through the use of case studies.

Prerequisite: ACC104, accounting majors only.

ACC331: Federal Income Taxes I

3 credits

This course examines Federal income taxation of individuals by initially introducing students to the formation of tax policy by Congress, the courts, and its administration by the Internal Revenue Service. Students study the basic components of the taxable income of individuals including deductions, inclusions, exclusions, gains, losses, and tax credits. Cases are used to simulate tax planning, research, and compliance for various taxpayers. In addition, students will use ProSeries Tax Software to complete Individual tax returns. This helps students visualize the tax laws that they learn in class and to apply them in a real, practical way for a prospective client.

Prerequisite: ACC101.

ACC332: Federal Income Taxes II

3 credits

This course continues the study of taxation of individuals through the sales and exchanges of property, the related cost recovery, and the treatment of capital gains and losses. Students review the computation of the alternative minimum tax and are introduced to the taxation of corporations and partnerships. Students perform tax research and prepare tax returns based on case information. In addition, students will use ProSeries Tax Software to complete Individual, Partnership, and Corporate tax returns. By using this software the student can realize how the tax theory is implemented in a real world platform.

Prerequisite: ACC331.

ACC341: Accounting Information Systems

3 credits

This course uses QuickBooks Pro, Microsoft Excel, and ProSeries as its software platform. After completing a thorough study of the different accounting systems being used in today's business world, students will use Microsoft Excel and QuickBooks Pro to setup a prospective client with an information system that will allow the client to prepare financial statements for the external user as well as plan and prepare budgets for management's internal use. Once the system is in operation it will be used to generate the reports needed to prepare individual and corporate income tax returns. Toward the end of the course students will also review and study for the Intuit QuickBooks User Certification Examination. This examination will be administered online in the University Computer Labs.

Prerequisite: ACC101.

ACC401: Advanced Accounting

3 credits

Topics in Advanced Accounting include accounting for corporate acquisitions, financial statement consolidations, governmental, and not-for-profit accounting. Using a combination of lectures and cases, students apply current accounting pronouncements, examine ethical issues, and perform complex consolidations of financial statements.

Prerequisite: ACC312.

ACC404: Auditing

3 credits

This course exposes students to the auditing profession and the audit process. The CPA profession, demand for assurance services, professional ethics, and legal liability will be addressed. Audit objectives, evidence, planning materiality and risk, internal control and control risk, as well as fraud and information

technology will be explored. In addition, the application of the audit process to various transaction cycles will be practically examined through the utilization of real-world case problems throughout the course.

Prerequisite: ACC312.

ACC405: Accounting Theory and Practice 3 credits

This course builds on and integrates a student's previous theoretical study of accounting with the extensive use of real-world cases. The course requires students to identify salient accounting issues, research authoritative accounting literature, arrive at a conclusion which is supported by their research, and clearly communicate complex accounting issues. International accounting standards and current developments in the profession are highlighted in this course.

Prerequisite: ACC312.

ACC491: Professional Internship in Accounting 3 credits

The accounting internship is an individually supervised employment opportunity in accounting that involves the application of accounting theories and principles in the workplace. Students must work at least 10 hours per week, meet periodically with a supervising course instructor, and prepare a substantive report on the work experience.

Prerequisite: Limited to juniors and seniors with approval of the course instructor and the department chair.

Applied Technology Courses

APT103: IC3 Certification: Internet and Computing Core Certification 3 credits

The IC3 Pathway Companion provides an introduction to computer technology and concepts. This text maps to the IC3 standards and is organized into three key components: Computing Fundamentals, Key Applications, and Living Online. It provides thorough instruction on the various uses of the computer, important accessories, networking principles and covers key applications such as word processing, spreadsheets, and presentation applications. In addition, Internet and Computing Core Certification covers e-mail and Internet principles such as managing e-mail and contacts, searching for a topic online, and how computers affect everyday life. Strong end-of-chapter exercises and review material reinforce important topics covered in the lesson and allow students to demonstrate their knowledge of the material.

APT203: Rapid Application Development 3 credits

New technological advances resulting in products and services such as the iPhone, Facebook, and Twitter are changing the way information processing systems are used and developed. These technologies require modern application development methodologies, skill-sets, and tools. This course will explore the changing environment of application development and software design. Topics will include traditional and nontraditional application development methodologies, and environments such as, Fourth Generation Languages (4GL) for web-application development, advancements in Online Content Management Systems (OLCMS), and new developments in hardware and firmware.

APT213: Enterprise Resource Management

3 credits

The day-to-day operations of successful global businesses no longer allow information to be confined to information silos protected by departmental managers. Information needs to be shared internally and at the same time protected from competitors. Enterprise resource management is the study of information collection, storage, dissemination and use within a business that covers a wide spectrum including: Supply Chain Management (SCM); Customer Service Management (CSM); purchasing, production, inventory, Quality Control Management (QCM); sales and marketing; Human Resource Management (HRM); Decision Support and Executive Information Systems (DSS and ES); and information security.

APT304: Microsoft Certified Application Specialist (MCAS)

3 credits

The Microsoft Certification Class provides a time-tested, integrated approach to learning using task-based, results-oriented learning strategies, exercises based on realistic business scenarios, complete preparation for Microsoft Office Specialist (MOS) certification, comprehensive coverage of skills from the basic to the expert level, and a review of core-level skills provided in expert-level guides.

Prerequisite: Junior or senior status required.

APT307: e-Commerce/e-Business

3 credits

Students will be exposed to all aspects of starting and operating a business using the Internet. The concept of starting a business online will be fully explored and the students will learn through example by evaluating current, successful online businesses. The course will contain information about developing an Internet business plan and exploring the key components needed to get started; the 5-step formula used for product development (product-based, service-based, information-based products); market identification; website and corporate identity including image, logo, slogan, etc.; automating the online business process; accepting payment; fulfillment; and developing an Internet newsletter. In addition, the students will be introduced to Internet Marketing and shown how to present their products to anxious buyers. Hands-on experience will be gained. Throughout the semester, the students will create their own product/service, website, and business plan.

APT308: Internet Marketing

3 credits

This course provides an introduction to Internet Marketing principles and strategies. Topics include in-depth analysis of Internet business models, effective website design and functionality, advertising principles, online consumer psychology, and the global Internet arena. The course emphasizes utilization of specific marketing strategies and techniques including social media, branding, search engine optimization, pay-per-click advertising, media components, viral marketing, affiliate marketing, e-mail marketing, banner advertising, and mobile advertising. Students will become familiar with the many Internet marketing tools and concepts that will prepare them to work within the Internet business environment of the 21st century.

APT321: Database Management Systems 3 credits

The business world becomes increasingly more complex each day. Database systems worldwide store terabytes of information ranging from government census information to information about the personal buying habits of today's global shoppers. Students entering the job market will need advanced information, technological knowledge, and specific skills to help them make valuable contributions to their employers. This course will explore the history of business-oriented database management systems, its architecture, applications, and its use in modern society. Emphasis will be given to the business use of Structured Query Language (SQL) and Microsoft Access. Students will study best business practices and how these instruments are used to collect, store, distribute, and report information. Students are encouraged to sit for the Microsoft certification exam in Microsoft Access and/or develop content management applications using Microsoft Active Server Pages within the .Net framework.

One-Credit Classes

The following one-credit classes provide students the opportunity to learn or improve capabilities in specific software application.

APT160: Microsoft Word 1 credit

Knowledge of Microsoft Word provides capabilities needed to correctly process notes, memos, papers, and business or school-related documents. The instructor will help students understand how to use the software, and also how and when to apply different tools to meet needs.

APT161: Microsoft Excel 1 credit

Knowledge of Microsoft Excel provides capabilities needed to organize and process financial, statistical, and numerical information using structured methods and formulas. The instructor will help students understand how to use the software, and also how and when to apply different tools to meet needs.

APT162: Microsoft PowerPoint 1 credit

Knowledge of Microsoft PowerPoint provides capabilities needed to design and develop visual presentations with computer-based technology. The instructor will help students understand how to use the product to develop effective presentations.

APT164: Microsoft Visio 1 credit

This course serves as an introduction to the basics of Microsoft Visio and covers several common business processes. Students will learn to create Visio diagrams, add shapes to diagrams, format shapes, connect shapes, use stencils, and to use templates and backgrounds. The course will also show students how to diagram complex concepts such as a work process flowchart, a logical network layout and office layout. Producing an organizational chart, creating timelines and Gantt charts, and publishing via the Internet are also covered.

APT165: Microsoft Access 1 credit
Knowledge of Microsoft Access will help students learn how to organize, collect, and distribute information for applications that do not require a robust database management system. Microsoft Access is a leading data storage, retrieval system appropriate for a variety of organizational and business applications. The instructor will help students understand how to use the product and how and when to apply different tools at the most appropriate time.

APT172: Collaboration Tools 1 credit
In this class, students will gain knowledge of electronic collaboration tools used to share, communicate, and/or organize information (i.e. Wikis, Google Sites, Google Docs., Twitter, MySpace, Facebook, Blogs, etc.).

APT173: Adobe Presenter 1 credit
Adobe Presenter is a PowerPoint add-on that can transform drab presentations into engaging Adobe® Flash® multimedia shows. This software allows users to easily add narration, animations, and interactive simulations to their presentations.

APT174: WordPress 1 credit
Knowledge of WordPress helps promote quick development of professional web pages with a focus on usability, aesthetics and search engine standards.

APT175: E-mail Marketing 1 credit
Learn the inner workings of this contact management system focusing on E-mail marketing, online surveys, and Event Marketing.

APT176: Adobe Acrobat Professional 1 credit
Students in this class will gain knowledge of how to apply this file format independent of application software, hardware, and operating systems.

Economics Courses

ECN100: Introductory Economics of Culture 3 credits
Core Complement Course in Social Sciences
Introduces students to the economics of culture which is based on the cultural foundations of the West and East. Topics include culture of the West and East, justice and efficiency, production function and costs, cultural demand and supply curves, tranquil and conflict firms, harmonious and competitive firms and markets, perfect competition and monopoly, total demand and supply, national income determination, unemployment, inflation, development and growth, and systems of the economy. Real world issues will also be studied in light of the principles of cultural systematics.

ECN101: Introductory Macroeconomics 3 credits
Core Complement Course in Social Sciences
A survey of economic systems, American capitalism, market structures and mechanism, macroeconomic measurements and theories and how these principles of macroeconomics relate to the basic themes of cross-cultural perspective, social justice, and global citizenship.

ECN102: Introductory Microeconomics 3 credits

An examination of economic behavior of households, firms, and industries in both product and resource markets. Current economic topics are used to illustrate the theories.

Prerequisite: ECN101 or permission of instructor.

ECN105: Basic Economics 3 credits

Core Complement Course in Social Sciences

This course will introduce basic economic concepts to students, while at the same time address themes of cross-cultural perspective, individual and social justice, and global citizenship.

ECN110: Economic Geography 3 credits

This course focuses on the production, exchange, and consumption of agricultural, strategic, and industrial resources as related to economic growth and resource development.

ECN201: Intermediate Macroeconomics 3 credits

An analysis of factors determining the level of income and employment as well as the rate of inflation and growth. The use of monetary and fiscal policy for stabilizing the economy and for accelerating growth is also addressed.

Prerequisites: ECN101 and ECN102 or permission of instructor.

ECN202: Intermediate Microeconomics 3 credits

A study of demand and supply of consumer products and economic resources under different market structures. General equilibrium and welfare economics are also discussed.

Prerequisites: ECN101 and ECN102 or permission of instructor.

ECN305: Money and Banking 3 credits

A study of commercial banking, international markets and operations of other types of financial institutions, financial markets, the Federal Reserve System, monetary theories, and monetary policy.

Prerequisite: ECN101 or permission of instructor.

ECN314: Comparative Economic and Political Systems 3 credits

This course studies the role of culture and its relationship with various systems in the global politico-economy. This course also provides a comparative study of the different institutions, structural mechanisms, and value systems that underlie the operation of modern politico-economic systems and the policies employed in each.

ECN316: American Economic History 3 credits

From Colonial Jamestown's commercial enterprises in the early seventeenth century to the global e-commerce of the early 21st century, economic forces have shaped the American experience. This course surveys the history of economic America from 1600 to the present. It explores the historic origins of economic growth and change, including: Colonial trade and the American Revolution; early manufacturing and westward expansion; slavery and industrialization; labor and unionization; the welfare state; and globalization.

Cross-listed with HIS316.

- ECN351: Risk Management** 3 credits
This course covers theories of risk management in the area of insurance or banking.
Prerequisites: ECN101 and ECN102 or permission of instructor.
- ECN363: Economics of Regional - Global Organizations** 3 credits
A study of microeconomic organizations of firms and macroeconomic organizations of national systems. Global issues will also be studied.
Prerequisites: ECN101 and ECN102 or permission of instructor.
- ECN392: China and the Pacific Rim** 3 credits
This course addresses specific issues related to China and the Pacific Rim. Subjects include geography, history, population and economic development. Emphasis will be placed on the influence of current Chinese development and modernization and their impact on internal and external relationships.
- ECN399: Special Topics in Economics** 3 credits
Special Topics courses are offered to supplement the educational experience with unique courses that are not part of the normal course offerings.
- ECN407: Introduction to Econometrics** 3 credits
This course introduces students to basic econometric techniques and emphasizes statistical applications to economic theories. The focus of the course is applied econometrics, providing quantitative answers to quantitative questions.
Prerequisites: MTH191 or MTH201 and STA201.
- ECN411: International Trade and Global Corporations** 3 credits
A study of the determinants and patterns of international trade, tariffs, and other barriers to trade, international trade organizations, multinational corporations, and international finance.
Prerequisites: ECN101 and ECN102.
- ECN412: International Finance and Investments** 3 credits
A detailed study of the balance of payments, international capital movement, international monetary standards, exchange control, international financial institutions, international financial markets, international investments, and related topics.
Prerequisite: ECN411 or permission of instructor.
- ECN415: Economic Growth and Development** 3 credits
Study of the theories of economic growth and development, and analysis of the problems of economic development utilizing theoretical tools and data derived from particular countries and groups of countries in a rapidly changing global politico-economy.
- ECN417: Economic Ideas in Historical Perspective** 3 credits
A study of the progression of economic ideas as they have evolved over time. The importance of the interplay between historical setting and ideas will be demonstrated. Relevance to current socio-economic and political issues and the conflicting theories that have arisen in response to those critical issues will be investigated.

ECN420: Political Economy of Industrial Societies 3 credits

This course focuses on the interrelationship of politics and economics, exploring the problems of economic growth and political issues in an increasingly integrated global system. Examines competing models (free market, state-led, Marxist, etc.) and analyzes institutions, such as the International Monetary Fund and World Trade Organization, that help manage international economic relations. Investigates the moral and cultural questions raised by globalizations. *Cross-listed with POL420.*

ECN471: Mathematical Economics 3 credits

A fundamental exposition of static and dynamic economic analyses by the use of mathematical tools. General topics include consumption, production, market stability, growth, general equilibrium, optimal control and stochastic analysis. Specific topics of coverage may vary in actual offerings.

Prerequisites: ECN201 and ECN202 or permission of instructor.

ECN490: Public Finance and Public Policy Analysis 3 credits

In this course the student will learn about the scope of government activities as they relate to the production, distribution and consumption of wealth, that is, the role the government plays in the allocation of a nation's scarce resources.

ECN491: Professional Internship in Economics 3 credits

The internship program is designed to provide students with the opportunity to gain practical work experience in a responsible position in a business or government agency. Interns are provided with meaningful work assignments and assigned research projects related to their work experience. Opportunities are developed in consultation with the course instructor and department chair and require approval of both. Two internships may be completed (a total of 6 credits) as long as a second internship is completed at a different organization.

Prerequisite: Junior, senior standing. The second internship (if approved) is applied as an elective.

ECN499: Independent Study 3 credits

Supervised study in an area not available in regularly scheduled courses.

Prerequisites: Junior or senior standing, acceptance of project by a faculty member and permission of the department chair.

Health Care Management & Administration Courses**HCA110: Health Care Systems** 3 credits

This course introduces the students to the U.S. health care system and process by which health care is delivered. It includes a comprehensive overview of the health care industry and the changing roles of the components of the system of health care. It also addresses the technical, political, social, and economics forces responsible for these changes.

HCA225: Health Care Law 3 credits
This course introduces students to law, policy, and ethics that affect the operation of health care organizations. Legal issues related to the delivery of health care including facility licensing, access, medical liability, insurance coverage, patient rights, patient safety and more will be explored.

Prerequisite: HCA110.

HCA310: Quality Assurance & Risk Management in Health Care 3 credits
This course introduces students to quality improvement principles and tools applied to the health care industry. Students will learn how to develop and conduct audits and inspections that lead to improved customer satisfaction, patient care, and management of services. Goal setting, data collection, analysis, accountability, and continuous improvement will be explored.

HCA320: Financial Management in Health Care 3 credits
This course introduces students to the financial structure and climate of the health care industry. The primary focus is on the application of financial management tools and financial statement analysis for better decision-making in the health care arena. Students will use case studies to simulate real-world issues, and develop recommendations based on macro and micro issues within both for-profit and not-for-profit organizations.

Prerequisite: ACC101.

HCA350: Health Care & Medical Ethics 3 credits
This course provides the philosophical, theological and historical foundations for ethical decision-making and policy setting in health care and medicine. It includes the discussion of bioethical issues such as organ transplantation, end-of-life, human experimentation, abortion, treatment of mentally incompetent patients and genetic testing. As well, it will address professional behaviors of health care professionals and administrators, including competency, confidentiality, truthfulness and bias. The roles and responsibilities of institutional ethic committees and review boards will also be covered.

Prerequisites: PHL220; BIO110 (or BIO205 and BIO206).

Management Courses

MGT010: Business Seminar 1 credit
An introduction to various majors, minors, and careers in business and economics. The workshop exposes students to the many options available as a Business or Economics major by meeting numerous department faculty, discussing career opportunities with faculty and upperclassmen, interacting with students in academic clubs in business, and networking with industry professionals. Students are also exposed to the resources and opportunities available in the Department of Business and Economics.

MGT110: Sports Management in the 21st Century 3 credits
This course serves as the entry-level course in the Sports Management minor and provides an overview of the business of sports. Topics include regulatory

agencies, players and coaches associations, labor relations, intercollegiate and professional sports, sports agencies, and the sporting goods industry. This course will also explore the management principles related to the industry of sports. This course will examine the roles technology and the media have played in the globalization of sports. Students will also be introduced to the diversity of career opportunities within the sports industry.

MGT120: Management and Organizational Behavior 3 credits

This course focuses on the four major managerial areas of planning, organizing, directing, and controlling that enable managers to meet their objectives. The nature of the organization is examined, emphasizing those dimensions of individual and group behavior most relevant to management. Emphasis is placed on leadership responsibilities, accountability, social responsibility and the interaction of business with stakeholders. Course assignments develop research, presentation and writing skills.

MGT130: Gender and Minority Issues in Sports 1 credit

This course examines the various social and legal issues related to gender and race that influence all aspects of competitive sports.

MGT131: Media Relations - Public Relations 1 credit

This course examines the use of the media and public relations to promote the business of sports and related athletic activities.

MGT132: Sponsorships and Fundraising 1 credit

This course examines the various aspects of sponsorships and fundraising related to the business of sports.

MGT133: Contract Negotiation 1 credit

This course examines the importance of contracts to define responsibilities and obligations of the parties involved in organizing and scheduling events and working with unionized groups.

MGT134: The Sports Franchise 1 credit

This course highlights the legal aspects, advantages, opportunities and disadvantages associated with sports franchises.

MGT135: Special Topics in Sports Management 1 credit

This course will be offered to make use of emerging opportunities related to sports management and the related business aspects of sports.

MGT200: Computer-Based Stock Market Analysis 3 credits

Computer systems and access to online and real-time data via the Internet has changed the way individual investors interact with the market. This course will examine Over the Counter (OTC) Bulletin Board stocks. We will examine online brokerage companies and learn how to place and execute orders online. Emphasis will be given to identifying and describing variables that contribute to the extreme volatility of small-cap and penny stocks.

MGT210: Ethical and Legal Issues in Sports 3 credits
This course provides an overview of the moral and ethical issues impacting industry professionals. This course will focus on the importance of both personal and social responsibility in the sports management arena, including the processes and values that exist in today's sports industry. An introduction to the foundations of the legal system and those issues that are specific in the sports industry will be discussed. Topics will include needs assessment and facility feasibility, planning, promotion and operational effectiveness, and risk management.

MGT212: Business Communication 3 credits
This course introduces students to four essential business communication skills: public speaking, working in teams, effective writing and communication technology. With an emphasis on group projects, students create professional presentations using various research and web-based tools. Writing assignments include resumes, cover letters, business proposals and reports. Job interviews, persuasive messages, cultural and global communications and the ethical dimensions of business communication are also explored.
Prerequisite: MGT120 or permission of instructor.

MGT214: Project Management 3 credits
This course is designed to introduce participants to the essential planning, coordination and review processes related to effective project management and coordination. Class emphasis is on teamwork, use of appropriate planning techniques and related software packages. Participants utilize research, budgetary, written and oral communication and presentation skills to develop the planning and coordination capabilities needed for successful planning, project development and marketing. The course stresses attention to detail, the constraints imposed by time, multiple tasking/coordination, importance of valid information and personal accountability for outcomes.
Prerequisites: Three APT credits or permission of instructor.

MGT240: Health Care Systems 3 credits
This course introduces the students to the U.S. health care system and the process by which health care is delivered. It includes a comprehensive overview of the health care industry and the changing roles of the components of the system of health care. It also addresses the technical, political, social, and economic forces responsible for these changes.

MGT270: Financial Management 3 credits
This course introduces students to the principles of financial management, and their use in optimizing the value of the organization. The role of the chief financial officer as a decision maker and member of the senior management team is explored. Basic analytical methods and computations used in reaching sound short term as well as long-term financial decisions will be presented. The course emphasizes the importance of effectively applying financial skills in all areas of management as well as in one's personal life. Additionally, students learn methods of determining stock and bond valuations.
Prerequisite ACC101.

MGT280: Principles of Marketing 3 credits

This introductory course explores key marketing concepts and potential career paths in marketing. Topics include selecting and evaluating target markets, product mix, pricing strategies, distribution channels, and communications. Through this study, students are better able to recognize the many ways in which organizations create, deliver, and communicate value to consumers.

MGT290: Management of Human Resources 3 credits

This course provides students with an understanding of the internal and external issues affecting human resources' decisions and policies. Critical topics examined include equal opportunity, recruitment, selection, development, utilization, performance appraisal, motivation, discipline, workplace safety, union/management relationships, and international human resource considerations. Human resource problems are presented in a case study format and require in-depth research and analysis.

MGT300: Ethics for Business 3 credits

This course is designed to explore the influence of the personal ethics and social values on the decision-making process of business professionals. Course participants develop and use a matrix based on the frameworks of justice, rights, duty, utility and normative ethics to evaluate the consequences of business decisions on a variety of stakeholders. The attempts to curb the unethical actions of business through legal constraints are examined in depth. Emphasis is placed on research, case study analysis, critical thinking and the strengthening of individual accountability and responsibility for maintaining ethical standards based on justice, respect for the rights of others and honesty in the global business environment.

Prerequisite: MGT120 or permission of instructor.

MGT305: International Issues in Consumer Behavior 3 credits

This course provides a comprehensive study of behavioral models and concepts to help understand, evaluate, and predict consumer behavior in terms of marketing implications. This course emphasizes the processes that influence the acquisition, consumption, and disposal of goods and services. Determinants of consumer behavior are studied to recognize how a variety of multicultural and interdisciplinary forces affect decision-making in a dynamic global marketing environment.

Prerequisite: MGT280.

MGT310: Personal Financial Planning 3 credits

This course studies contemporary issues in individual financial planning. Topics include: credit management, investment and tax strategies, insurance planning, retirement and estate planning, and other techniques useful to maximize benefits generated from net worth and cash flow.

MGT312: Sports Marketing 3 credits

This course explores the fundamentals of marketing and how they apply to the industry of sport. An examination of consumer behavior, product development, pricing strategies, distribution strategies, industry trends, public relations, promotions and the use of marketing communications in the sports industry are explored.

MGT315: Event Planning and Facility Management 3 credits
This course includes study of all aspects of event management - from implementation through execution. Insight on event planning ranging from small conferences to large events, such as tournaments and other events such as concerts and exhibits is provided. Topics will include needs assessment and facility feasibility, planning, promotion and operation effectiveness, risk management, and the importance of coordination and attention to detail.
Prerequisite: MGT280 or MGT312.

MGT320: Investment Planning 4 credits
This course introduces the student to the field of investment planning. The areas of setting investment objectives, determining investment values, types of securities, market procedures, analytic techniques, and regional and global markets are covered. This course develops an understanding of the functions performed by financial managers for individual as well as institutional investors. The capital budgeting and planning processes as well as the critical issues of accountability and fiduciary responsibility are stressed.
Prerequisites: ACC101, MGT270, and STA201.

MGT350: Business Research Methods 3 credits
The quality of business decisions is to a great extent, dependent on the information available to the decision-maker. The purpose of this course is to provide the prospective manager with an understanding of business research. The course presents research as a managerial subject oriented to decision-making. It is organized around the steps one would actually take in conducting a research project and requires a completed research project.
Prerequisites: MGT280 and STA201.

MGT353: Retailing 3 credits
This course will discuss the role of retailers in the channel of distribution, the types of retailers, and store vs. non-store retailing. Topics may include visual merchandising policies and techniques, retail promotions, merchandise buying, retail management, and strategic planning. This course is strongly recommended for students pursuing a career in retail management, buying, or merchandising.
Prerequisite: MGT280.

MGT355: Professional Selling 3 credits
Professional Selling focuses on the development of qualified customers, list management, creation of sales presentations, and use of closing techniques. Discussion of the selling process will include both consumer and industrial sales industries. This course is strongly recommended for students pursuing a career in professional sales or sales management.
Prerequisite: MGT280.

MGT357: International Marketing 3 credits
This course investigates the use of the marketing mix variables and international marketing strategies to better understand the global marketing environment. Students study methods of establishing and servicing foreign markets with emphasis on global brands, pricing strategies, distribution channels, and promotional media.

Complex issues of cultural awareness, regulatory risks, competitive business practices, exporting, importing, and tariff barriers are also discussed.

Prerequisite: MGT280.

**MGT385: Environmental Management-Quality Systems
(ISO9000/ISO14000)**

3 credits

This course examines the relationship created by the U.S. Constitution between government, business, special interest groups, the general population and the environment (internal/external). The course places emphasis on issues of special concern for future business leaders and managers. Specific topics include compliance with internal and external environmental standards established by the Environmental Protection Agency and Occupational Safety and Health Administration as they relate to workplace processes, training, safety, stakeholder concerns and responsible stewardship of resources. International quality standards associated with ISO 9000 (quality) and ISO 14000 (environmental) are integral to the course. Course participants are assigned appropriate research projects linked to course objectives that include cost-benefit analysis, waste stream analysis, training, documentation, reporting, and inspection requirements essential to achieve and sustain regulatory compliance and process improvement. The course includes visits to off-campus sites to integrate classroom learning with first-hand observations.

MGT390: Marketing Communications

3 credits

This course focuses on the role of integrated marketing communications in marketing strategy. Coordinating the promotional elements of advertising, sales promotion, public relations/publicity, interactive/Internet media, direct marketing, social media, social networking ,and personal selling for maximum marketing effectiveness is investigated. Both the creative and analytical sides of marketing communications are employed. Students may participate in a national case competition where they develop a campaign theme, conduct primary research, develop creative marketing pieces, plan a media buy, create a media calendar, construct a communications budget, project return on investment, and suggest implementation procedures.

Prerequisite: MGT280.

MGT391: Japan and the Pacific Rim

3 credits

The objective of this course is to increase the understanding of history and social practices on the business relationships between the United States and Japan and other East Asian nations along the Pacific Rim. Participants will examine factors that shape Japanese leadership, decision processes, group norms and social attitudes. Research topics are assigned to facilitate class discussion and understanding of key aspects of Japanese social and political evolution that shape trading and business relationships. This course is strongly suggested for students considering the study abroad opportunity in Japan or East Asia.

MGT399: Special Topics in Management

3 credits

Special Topics courses are offered to supplement the educational experience with unique courses that are not part of the normal course offerings.

MGT403: Business Law - Labor Law

3 credits

This course provides business majors essential information related to the legal aspects of the U.S. business environment. Course content includes the relationships of principal and agent, partnerships, corporate formation and termination. Key aspects of contract law, labor law, personal property, liability, commercial paper, and secured transactions and how to read and question contents of legal documents are included in the scope of the course.

MGT422: Marketing Strategies

3 credits

Capstone for marketing majors only

Upon completion of this course, students will be able to create a marketing plan complete with internal and external analyses, marketing objectives, appropriate strategy, and evaluative criteria. Students will also engage in discussions of competitive and defensive strategies in the marketplace, and will complete marketing case studies. In addition, students will prepare for their entry into the business world through a business simulation software program.

*Prerequisites: MGT390 and MGT 305.***MGT490: Strategic Business Planning**

4 credits

Capstone for Accounting, Business Administration, Financial Management, Global Business and Economics, Health Care Administration and Marketing majors

Participants in the course are required to identify a potential business opportunity, develop mission and vision statements, conduct strengths, weaknesses, opportunities and threats analyses and market research with a supporting strategic plan, marketing plan, human resource staffing plan and plan of operations. Participants interact with the local community to identify potential locations for the business, determine applicable regulations and sources of funding. Business faculty works with students throughout the course to provide structure and guidance. Students are required to make a formal presentation of their proposed business plan to a panel of evaluators comprised of business professionals.

*Prerequisites: Senior standing, MGT270 and STA201 or permission of instructor.***MGT491: Professional Internship in Business**

3 credits

The internship program is designed to provide students with the opportunity to gain practical work experience in a responsible position in a business or government agency. Interns are provided with meaningful work assignments and assigned research projects related to their work experience. Opportunities are developed in consultation with the course instructor and department chair and require approval of both. A second internship is allowed (a total of six credits) provided the second internship is completed at a different organization.

*Prerequisite: Junior or senior standing. The second internship (if approved) is applied as an elective.***MGT499: Independent Study**

3 credits

Supervised study in an area not available in regularly scheduled courses.

Prerequisites: Junior or senior standing, acceptance of project by a faculty member and permission of the department chair.

Business Studies One-Credit Workshops

One-credit workshops are intended to link classroom theory to practical applications in the business world. They are offered on a recurring cycle.

MGT070: Cybercrime in Business

MGT080: Career Life Planning

MGT081: Entrepreneurial Studies

MGT082: Stock Market and Wall Street

MGT083: Emerging Markets and Pacific Rim

MGT084: ISO 9000 - ISO 14000 Quality and Environmental Management Systems

MGT085: Microsoft Project

MGT088: Investments - Retirement Planning

MGT090: Hospitality Marketing

MGT091: The Ugly American - Global Market

MGT092: Cultural - Business Norms- Latin America

MGT093: Leadership and Change Management

MGT094: Fashion Marketing

MGT095: SPSS (Marketing Analysis)

MGT098: Special Topics in Marketing

MGT099: Special Topics in Management

Chemistry

Department Chair: Lisa Zuccarelli, O.P., Ph.D.

As the central science, chemistry is the foundation for our understanding of the physical world. It interfaces with mathematics, physics, biology, computer science and art.

Students who major in chemistry enjoy a scientific basis that allows for a wide range of career opportunities. These include both industrial and academic positions and often involve analysis, synthesis, and/or modeling. Training in chemistry could also lead to opportunities in interdisciplinary fields such as education, computational science, art conservation, technical writing, forensic science, patent law, biophysics, medicine and a host of others.

Major in Chemistry (B.S.)

Students majoring in chemistry take a minimum of 21 courses (79 credits):

| | |
|--|------|
| CHM113-CHM114: General Chemistry I and II | 4, 4 |
| CHM201: Analytical Chemistry..... | 4 |
| CHM205 and CHM206: Organic Chemistry I and II..... | 4, 4 |
| CHM305 and CHM306: Physical Chemistry I and II | 4, 4 |
| CHM407: Advanced Organic Chemistry | 4 |
| CHM408: Inorganic Chemistry | 4 |
| CHM410: Topics in Chemistry and Research | 3 |
| CHM497: Undergraduate Research I..... | 4 |
| BCH403: Biochemistry..... | 4 |
| MTH201: Calculus I and MTH202: Calculus II | 3, 3 |
| MTH300: Linear Algebra..... | 3 |
| MTH301: Differential Equations..... | 3 |
| PHY205 and PHY206: Principles of Physics I and II..... | 4, 4 |

Students must also earn a total of 12 credits from the following elective courses:
 CHM309, CHM310, CHM498, BCH404, STA201, BIO111-BIO112, BIO220.

Minor in Chemistry

Students completing a minor in chemistry must take a minimum of six chemistry courses (24 credits).

Required courses:

| | |
|--|------|
| CHM113 and CHM114: General Chemistry I and II..... | 4, 4 |
| CHM205 and CHM206: Organic Chemistry I and II..... | 4, 4 |

Two chemistry or biochemistry courses (8 credits) above 200-level selected in consultation with the Department Chair.

Chemistry Courses

CHM113: General Chemistry I 4 credits

Core Complement Course in Natural Sciences

Students will study principles of atomic and molecular sciences, bonding, stoichiometry, state of matter, kinetic molecular theory, and solutions. Corresponding laboratory experiments include volumetric and gravimetric analysis, a qualitative study of reactions, visible spectrophotometry, and problem-based analysis.

CHM114: General Chemistry II 4 credits

Core Complement Course in Natural Sciences

Students continue the second semester of a general chemistry sequence. Includes the principles of chemical kinetics, equilibrium, acid-base reactions, electrochemistry, and thermodynamics. Also introduces topics in organic, nuclear, transition metal, and descriptive chemistry. Laboratory includes experiments related to lecture material.

CHM121: Chemistry of Human Health I 4 credits
Core Complement Course in Natural Sciences

This survey course covers focused aspects of general, organic and biochemistry, including reactions, solution chemistry, biomolecule structure and interactions and nomenclature. Students develop critical thinking skills to be applied to human health.

CHM130: Chemistry in Society 3 credits
Core Complement Course in Natural Sciences

The course entails learning, thinking about, and applying major laws, principles, concepts, and theories of chemistry to issues in contemporary society. In any one semester, topics may include air and water quality, global warming and forensic chemistry. The course will be offered in an instructor-led, online environment with regularly scheduled classroom review sessions.

CHM201: Analytical Chemistry 4 credits

This course introduces students to the underlying theories involved in quantitative analysis. Topics include statistics, chemical equilibria and their analytical applications (acid-base, precipitation, complex formation, oxidation-reduction), spectroanalytical chemistry and electroanalytical chemistry.

Prerequisite: CHM114.

CHM203: Fundamentals of Organic Chemistry 4 credits

The course provides a brief review of organic chemistry. The material is designed to focus on applicable areas of organic chemistry to students majoring in environmental studies or interested in health-related fields such as biotechnology or forensics.

Prerequisite: CHM114 or CHM121.

CHM205: Organic Chemistry I 4 credits

A study of the common classes of organic compounds, including alkanes, alkenes, alkynes, and alkyl halides; their synthesis, and physical and chemical properties. An in-depth study of the basics of organic chemistry including bonding, reactivity, stereochemistry and reaction mechanisms will also be addressed. Laboratory work consists mainly of synthesis and characterization of organic compounds. Recitation section required.

Prerequisite: CHM114.

CHM206: Organic Chemistry II 4 credits

A continuation of the mechanics and synthetic study of the common classes of organic compounds, including alcohols, aromatics, and carbonyl compounds, with an emphasis on the organic chemistry of biomolecules (e.g. carbohydrates, proteins, lipids, etc.) Structure determination using spectroscopic methods (IR, NMR, MS) is also introduced. Recitation section required.

Prerequisite: CHM205.

CHM305: Physical Chemistry I 4 credits

Topics include the kinetic theory of gases and the three basic laws of thermodynamics and their application to the pure substances, simple mixtures, and chemical equilibria. Latter topics include kinetics of reactions. Includes laboratory.

Prerequisite: Junior/senior standing.

CHM306: Physical Chemistry II 4 credits

Topics include quantum theory, atomic and molecular structure, theoretical principles of spectroscopic and resonance methods, and surface science; includes laboratory.

Prerequisite: Junior/senior standing.

CHM309: Instrumental Analysis 4 credits

A study of the theory of modern instrumental methods of chemical analysis. Some of the topics include molecular spectroscopy (infrared, ultraviolet-visible, Luminescence, mass spectrometry, nuclear magnetic resonance), Atomic Spectroscopy (atomic absorption/emissions/florescence, atomic mass spectroscopy, atomic X-ray spectroscopy) and Separation science (liquid and gas chromatography)

Prerequisite: CHM201.

CHM310: Environmental Chemistry 4 credits

A study of the chemistry of the environment applying the principles of chemistry to such topics as atmospheric chemistry, air pollution, water chemistry, water pollution, hazardous chemicals, and hazardous waste management.

Prerequisite: CHM203 or CHM206.

CHM407: Advanced Organic Chemistry 4 credits

The goal of the Advanced Organic Chemistry course consists in strengthening the student's grasp of fundamental organic chemistry principles. These would include mechanism, structure, including molecular chirality, and organic synthesis, including the use of newer synthetic methods. The laboratory focuses on extending the students exposure to multistep synthesis and literature based larger scale synthesis.

Prerequisites: CHM205 and CHM206.

CHM408: Inorganic Chemistry 4 credits

A detailed examination of structure and bonding along with studies in chemical and periodic trends, ligand substitution and reaction mechanisms, coordination chemistry and the transition metals.

Prerequisite: CHM201.

CHM410: Topics in Chemistry and Research 3 credits

Recent topics in chemistry will be addressed in the form of required reading from the literature, guest speakers and attendance at local seminars. As part of the course, students will present current research results from the literature.

Prerequisite: Junior/senior standing.

- CHM497: Undergraduate Research I** 1-6 credits
In-depth investigation of a specific topic in chemistry. Topic and credit to be approved by the faculty member who is acting as research adviser.
Prerequisite: Junior/senior standing.
- CHM498: Undergraduate Research II** 1-6 credits
A continuation of CHM497.
Prerequisite: CHM497.
- CHM499: Independent Study** 2-4 credits
Supervised study in an area not available in a regularly scheduled course.
Permission of Department Chair.

Physics Courses

- PHY201: General Physics I** 4 credits
Core Complement Course in Natural Sciences
This is the first course of a two-semester sequence. This calculus-based course is designed primarily for those majoring in the life sciences. This course is appropriate for preparation for the health professions. Topics include mechanics, waves, heat and thermodynamics using examples germane to the life sciences. Laboratory sessions illustrate principles studied and meaning of physical measurement.
Prerequisite: MTH191 or MTH201.
- PHY202: General Physics II** 4 credits
Core Complement Course in Natural Sciences
This is the second course of a two-semester sequence. This calculus-based course is designed primarily for those majoring in the life sciences. This course is appropriate for preparation for the health professions. Topics include electricity and magnetism, optics, and a brief introduction to atomic and nuclear physics.
Prerequisite: PHY201.
- PHY205: Principles of Physics I** 4 credits
Core Complement Course in Natural Sciences
This is the first course of a two-semester sequence. It provides an introduction to physics using calculus throughout. Open to majors in science, mathematics and those prepared with both Calculus I and II. Required for Chemistry and Mathematics majors. This course is appropriate for preparation for the health professions. Topics include Newtonian mechanics, oscillations and waves, heat and thermodynamics. Laboratory sessions illustrate principles studied and meaning of physical measurement.
Prerequisites: MTH201 and MTH202.

PHY206: Principles of Physics II 4 credits
Core Complement Course in Natural Sciences

This is the second course of a two-semester sequence. It provides an introduction to physics using calculus throughout. Open to majors in any science, mathematics and those prepared with both Calculus I and II. Required for Chemistry and Mathematics majors. This course is appropriate for preparation for the health professions. Topics include electricity and magnetism, geometrical and physical optics, and a brief introduction to concepts of quantum, atomic and nuclear physics. Laboratory sessions illustrate principles studied and meaning of physical measurement.

Prerequisite: PHY205.

Science Courses

SCI102: Forensic Science 3 credits

This course treats the capabilities, techniques, and limitations of the crime laboratory, including emission spectrometry, chromatography, atomic absorption spectrophotometry, neutron activation analysis, and x-ray diffraction. A discussion of physical optics, especially as related to the microscope, is included. These basic principles are applied to the detection and identification of hair, paint, fibers and drugs. Forensic serology and fingerprinting are discussed. Applications in the area of firearms and of document and voice examination are included.

Prerequisite: SCI103 or BIO112 or CHM113 or PHY201 or PHY202.

SCI103: Physical Science 3 credits

Core Complement Course in Natural Sciences

This course combines physics and chemistry in order to better understand our world. Some of the topics discussed are how science views the world, chemistry of the environment and the forces in the physical world as expressed in words, symbol, math and graphs.

SCI104: Earth Science 3 credits

Core Complement Course in Natural Sciences

Earth Science draws on the sciences of geology, oceanography, meteorology and astronomy in order to gain an understanding of the earth and its place in the universe. Some topics explored include minerals and rocks, external processes such as weathering, and erosion by water, wind and ice, internal processes as manifested by volcanoes, earthquakes, and plate tectonics, the oceans both in a static and dynamic sense, the earth's atmosphere again in both a static and dynamic sense, and the solar system and beyond to stars and galaxies.

SCI105: Integrated Science With Computers 3 credits

Core Complement Course in Natural Sciences

The course takes a laboratory approach to integrating guided-inquiry techniques with self-directed projects. The goal is to help students acquire a fundamental understanding of the nature of science. Lecture on a large number of topics is replaced with a workshop environment that gives students the necessary time required for constructing a deeper and more permanent understanding.

Cultural and Historic Preservation

Coordinator: Robert Russell, Ph.D.

Cultural and Historic Preservation (CHP) is an interdisciplinary major encompassing architectural history, archival research, archaeology, and preservation planning. Classes make extensive use of opportunities for hands-on learning in the living laboratories of the Salve Regina campus and the city of Newport.

CHP courses foster skills in the analysis of material culture and the built environment, critical thinking about the discipline, and writing about the relationships between the past and the present. Courses designated as laboratory courses require active participation in a defined preservation project extending beyond the bounds of the classroom. Summer field schools in historical archaeology and architectural survey offer additional opportunities for students to hone their skills. The CHP program takes an explicitly global approach to preservation; students are encouraged to participate in international study as part of their education. The program supports the Mission of Salve Regina through active faculty and student engagement with issues of social justice in historic preservation. Myriad opportunities exist for students to work on preservation projects within the local community.

Most CHP courses are open to students from all majors with no prerequisites. CHP490: Senior Thesis in CHP is only open to senior majors who have completed CHP350.

Major in Cultural and Historic Preservation (B.A.)

Fifteen courses constitute the major (45 credits):

SOA130: Anthropology: Interpreting Cultural Differences3
CHP201: Principles of Historic Preservation3
CHP202: Practices of Historic Preservation3
CHP222/AST222: Historical Archaeology:
 Material Culture in Everyday Life3
CHP301/ART301/AST301: American Architecture Survey.....3
CHP262: World Heritage Management3
CHP302: Researching Historic Properties.....3
CHP350: Writing about Historic Preservation (second semester, junior year) ...3
CHP490: Senior Thesis in CHP3

Four additional courses (12 credits) from

CHP305/ART305, or CHP306/ART306 or SOA3113, 3
Two history courses (6 credits) from HIS113, HIS114, HIS313, HIS316, HIS322.

Minor in Cultural and Historic Preservation

Students completing a minor in Cultural and Historic Preservation take six courses (18 credits).

Required courses:

CHP201: Principles of Historic Preservation3
CHP301/ART301/AST301: American Architecture Survey.....3
CHP262: World Heritage Management3
CHP302: Researching Historic Properties.....3
Two additional CHP courses (6 credits).

Cultural and Historic Preservation Courses

CHP201: Principles of Historic Preservation 3 credits
This course introduces students to the theories, goals, and practices of historic preservation. Students will have the opportunity to see these concepts applied to the built environment. The four focus areas are theory, planning, conservation, and design. Lectures and hands-on studio sessions will expose students to preservation tools used by historians and planners.

CHP202: Practices of Historic Preservation 3 credits
In this course students gain initial field experience in historic preservation. The emphasis is on the investigation, preliminary documentation, and interpretation of buildings, sites, and objects. Students become familiar with terminology used in preservation and develop research and writing skills through a series of projects in and around Newport. This is a laboratory course.

CHP222: Historical Archaeology: Material Culture in Everyday Life 3 credits
This course is designed to provide students with an overview of the development of historical archaeology, including its origins, shifting problem orientation and future. The focus is on southern New England, but extends to other areas of European colonization, including the West Indies and Africa. Particular emphasis is paid to the origins of structures of race, class, and gender in the colonial past, and the ways in which these structures influence our lives today. *Cross-listed with AST222.*

CHP225: Introduction to Public History 3 credits
Public History is the interpretation of the past for popular audiences in the non-academic settings. This course introduces students to the field of public history, including the subfields of museum studies, archival studies, oral history, historic site interpretation and historic preservation. Expert guest speakers, field trips and case studies expose students to a variety of professional career options. *Cross-listed with HIS225.*

CHP231: Preservation of Historical Cemeteries 3 credits
Historical cemeteries present major challenges to preservationists. This course reviews the history of the American cemetery, beginning with small family burying grounds and moving through the sprawling modern complexes of the present. Students complete portions of a cemetery preservation plan in an effort to assist local community groups with efforts to raise public and private funds for cemetery preservation. This is a laboratory course.

CHP251: The Colorline in New England, 1620-1861 3 credits
Core Complement Course in Social Sciences
The first Africans entered Newport as enslaved captives in the 1640s. This course reviews the history of African-Americans in the region, focusing on architecture, material culture, belief systems, and food ways. Students work closely with members of local African-American communities on preservation projects linked to Newport's rich tradition of African-American history. *Cross-listed with SOA251.*

CHP262: World Heritage Management 3 credits
World Heritage Management introduces students to the global nature of historic preservation by examining major monuments across the world. Students explore past functions, designs, engineering, and landscapes of these sites, paying particular attention to the ways in which monuments of the past have informed today's built environment. Students also examine current challenges in managing these sites and evaluating preservation strategies from cross-cultural perspectives.

CHP270: Women in American Architecture 3 credits
Women have shaped space in diverse ways throughout American history. Some women constructed important monumental buildings, while others influenced the vernacular landscape as patrons, historians, writers, craftswomen and educators. This course will introduce students to the history of American women and the built environment relative to the broader context of American women's history. Students will also examine issues surrounding the present-day preservation of women-constructed or women-oriented spaces.

CHP301: American Architecture Survey 3 credits

This course examines the historical development of the American built environment, beginning with Native American settlement patterns and continuing to present-day phenomena of sprawl and New Urbanism. Through the lens of historic preservation, students explore the ways in which landscape and buildings have developed in response to broader changes in American culture. Students learn to contextualize the built environment, both in its historical trajectory and its relationship to contemporary preservation theory. *Cross-listed with ART301 and AST301.*

CHP302: Researching Historic Properties 3 credits

Preservationists complete a wide range of documentation projects in the course of their work. In this course students become conversant in researching and documenting historic structures. Students gain experience in state-level documentation (neighborhood surveys) and more extensive federal documentation (the National Register of Historic Places); techniques of photographic and cartographic recording are also part of the curriculum. This is a laboratory course.

CHP305: Newport Through its Architecture I: 1639 to 1860 3 credits

This course uses Newport as a laboratory in order to study its architecture and culture from its founding in 1639 until the Civil War. Students spend 70% of class time outside of the classroom on field trips and guided tours. *Cross-listed with ART305.* Lab Fee.

CHP306: Newport Architecture II: 1860 to present 3 credits

This course uses Newport as a laboratory in order to study its architecture and culture from the Civil War to the present. Students spend 70% of class time outside of the classroom on field trips and guided tours. *Cross-listed with ART306.* Lab Fee.

CHP311: Landscape History and Interpretation 3 credits

In this course students are introduced to theories of landscape history, with a particular focus on New England. Techniques of researching, documenting, and interpreting landscapes are critical components of the course. The challenges of preserving landscapes in the face of development and sprawl are also important aspects of the class. This is a laboratory course.

CHP312: Preservation Planning 3 credits

This course covers the legal foundations of historic preservation in the United States, beginning with federal law and moving through state, municipal, and agency regulation. Special topics covered include laws protecting archaeological sites, cemeteries, and historic buildings, as well as new efforts requiring consultation with Native American and Native Hawaiian groups. Students work closely with members of the Newport Historic District Commission to gain an understanding of the importance of zoning as a tool in local preservation.

- CHP330: Analysis and Interpretation of Archaeological Materials: Material Culture in Everyday Life** 3 credits
This course introduces students to the processes involved in studying artifacts in the post-excavation phase of archaeological investigation. Topics covered include preliminary curation techniques, stratigraphic sequencing, feature analysis, and the completion of written archaeological reports. Particular emphasis is paid to the notion of ethics and responsibilities underlying archaeological investigation. This is a laboratory course.
- CHP350: Writing about Historic Preservation** 3 credits
This course constitutes the first half of the CHP capstone sequence. Students review research methods and begin to develop their senior thesis projects. Particular attention is paid to modes of writing, ranging from thick description to interpretation, to the art of persuasion. The course also includes workshop, peer review and group critiques of writing samples.
Open to CHP majors with junior standing or by permission of the instructor.
- CHP390: Field School in Historical Archaeology** 3-6 credits
A summer program which offers a five-week field school in archaeology. Students participate in all aspects of the archaeological process, beginning with developing a research design, continuing with excavation and documentation, and concluding with cataloguing and analysis of artifacts. Offered during summer session I. *Cross-listed with SOA390.*
- CHP399: Special Topics** 3 credits
Special topics are offered according to student interest and availability of program resources.
- CHP490: Senior Thesis in CHP** 3 credits
The senior seminar is oriented toward both theory and method. Through archival research, fieldwork, and coordination with local preservation organizations, students complete a senior thesis as the final requirement for the CHP major.
Prerequisite: CHP350.
- CHP491: Internship** 3 credits
CHP internships offer experience in an agency, institution or business related to the field of historic preservation. These include museums, archives, historical societies, government agencies and architectural firms.
Open to advanced students completing a major or minor in CHP with a grade point average of 2.7 or above. Requires permission of the Department Chair.
- CHP499: Independent Study** 3 credits
A student may work independently with a faculty member in an area not covered by a regularly scheduled course offering.
Open to seniors only.

Education

Department Chair: Elizabeth A. McAuliffe, RSM, Ed. D.

Coordinators:

Early Childhood Education: Juliette Reliban, Ph. D.

Elementary Education: Mary E. Foley, M. Ed.

Secondary Education: Kathleen L. Vespia, Ed. D.

Special Education: Alice T. Graham, Ph.D.

Music Education: Peter Davis, M.Mus.

Salve Regina University offers programs that prepare students to apply for certification as teachers in the state of Rhode Island in the major areas of Early Childhood Education, Elementary Education, Special Education, Music Education, and Secondary Education in Biology, English, French, Social Studies, Mathematics, and Spanish. Minors are available in Special Education and Secondary Education.

Consistent with the University mission, the education programs at Salve Regina are marked by a commitment to service. Active participation in the life of children and schools is a hallmark of all programs. In 1951, the education program at Salve Regina was inaugurated through a partnership with the Newport schools, and such partnerships continue to enhance the sense of service in all programs to this day.

The Education faculty has designed its programs with four major components: a general, liberal, and humanistic education; a content-oriented curriculum in the academic disciplines to be taught; a comprehensive study of pedagogy, including foundational studies and specialized pedagogical knowledge, and a program of expanding field experience that culminates in student teaching. All programs are aligned to the R.I. Professional Teacher Standards, which are based on the national Interstate Teacher Assessment and Support Consortium (INTASC) standards, and appropriate common core content standards.

Certification and Accreditation

Eligibility for application for Rhode Island teacher certification is dependent on two criteria: the successful completion of programs and the completion of required state testing. The education programs at Salve Regina are approved by the State of Rhode Island Department of Education. Rhode Island is a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC), and through NASDTEC's Interstate Agreement, Salve Regina University graduates can transfer their R.I. teaching credentials to 45 states, Washington D.C., Puerto Rico, and Guam. Graduates must keep in mind that while the transfer of the R.I. teaching credentials is generally seamless due to the Interstate Agreement, individual states do retain the right to have additional requirements, usually in the form of a state-specific teacher exam. Graduates should always check with a state's Department of Education to get the most recent changes to certification requirements prior to applying.

Because a teacher is entrusted with the education and care of young students, personal behavior may impact one's ability to obtain licensure and/or employment. This includes obtaining licensure to student teach in the state of RI. We value responsible behavior, and work with candidates to enhance their reflective skills and personal responsibility.

Students are responsible for knowing the updated curriculum, guidelines, and meeting the requirements as clarified and promulgated through the Assessment Handbook and the Student Teaching Handbook, both of which are available on the Education Department website. Changes in state requirements for teacher certification may necessitate program changes that supersede the programs as described in this catalog.

Admissions

Although students may be accepted into Salve Regina University as education majors, this is a provisional acceptance into the education programs. Students must formally apply to the education program of their choice, usually during the second semester of their sophomore year. To gain formal admission to an education program, students must have a 2.75 overall grade point average, earned a "C" or better in all education courses meet Rhode Island Department of Education certification testing requirements for desired major, successfully meet the Readiness for Admission Criteria and provide a packet of evidences required for admission into the department (see Assessment Handbook). Once formally admitted to an education program, students must continue to maintain a 2.75 GPA, earn "C" or better in all education courses, and meet the specific requirements for Completion of Methods(C) and Prior to Licensure(P) assessment points (see Assessment Handbook). During the first year it is required that all students interested in an education degree take EDC080, Orientation to Teaching, during which department faculty review all education department policies and admission and retention criteria.

Transfer students must meet the same formal admission requirements as students who enter Salve Regina in their freshman year. This means that grades for all courses completed at prior institutions count toward a transfer student's overall GPA in calculating the 2.75 admission requirement.

Title II

The University reports educational statistics in accordance with the provisions of Title II of the Higher Education Act (P170) of 1988. Timely and accurate data regarding the Institutional Report Card on the Quality of Teacher Preparation, including program pass rates and program information may be obtained at: www.ride.ri.gov. Salve Regina University's Teacher Education programs are currently approved/accredited by the State of Rhode Island Department of Education, Office of Educator Quality and Certification.

Major in Early Childhood Education (B.S.)

This major is designed to ready candidates to apply for R.I. teacher certification in grades pre-kindergarten-2. Early Childhood majors may minor in Special Education. All majors in Early Childhood Education are required to complete the following 24 courses (71 credits):

| | |
|---|----|
| ELC100: Introduction to Early Childhood Education | 3 |
| ELC205: Math for Young Children | 3 |
| ELC232: Child Growth and Development | 3 |
| ELC250: Principles of Learning/Teaching | 3 |
| ELC298 and ELC299: Tutoring and Mentoring in a Multicultural Society I and II.1,1 | |
| ELC300: Methods Portfolio | 1 |
| ELC304: Nutrition/Health | 1 |
| ELC310: Language and Literacy | 4 |
| ELC311: Early Childhood Methods and Curriculum | 6 |
| ELC314: Authentic Assessment | 3 |
| ELC330: Practicum in Early Childhood..... | 3 |
| ELC350: Parents/Teachers/Community..... | 1 |
| ELC431: Student Teaching at the Early Childhood Level | 12 |
| ELC432: Student Teaching Seminar | 1 |
| ELC490: Senior Seminar | 3 |

Students in Early Childhood Education are required to complete the following courses in other disciplines:

| | |
|--|---|
| EDC080: Orientation to Teaching | 1 |
| EDC243: Children's Literature | 3 |
| SED211: Introduction to the Characteristics of Students with Exceptionalities..3 | |
| SED332: Principles and Procedures for Behavior and Classroom Management3 | |
| SED370: Working with Young Children with Language and Literacy Challenges ...3 | |
| SED380: Strategies for Young Children with Diverse Learning Needs | 3 |
| SED397: Sign Language I | 3 |
| SED398: Sign Language II | 3 |

Major in Elementary Education (B.S.)

This major is designed to ready candidates to apply for R.I. teacher certification in grades 1-6. All majors in Elementary Education are required to complete the following 17 courses (53 credits):

| | |
|---|---|
| EDC080: Orientation to Teaching | 1 |
| EDC190: Teaching Physical Education and Health..... | 1 |

EDC201: Introduction to American Education3
 EDC203: Technologies for Instruction and Assessment.....3
 EDC206: Teaching Phonics1
 EDC220: Child and Adolescent Development, Learning, and Teaching:
 Theories and Applications4
 EDC243: Children’s Literature3
 EDC298 and EDC299: Tutoring and Mentoring in a Multicultural Society I and II 1,1
 EDC300: Methods Portfolio1
 EDC305: Teaching Social Studies in the Elementary School.....3
 EDC320: Teaching Literacy and Language6
 EDC323: Teaching Mathematics and Science in the Elementary School.....6
 EDC431: Student Teaching at the Elementary School Level.....12
 EDC432: Student Teaching Seminar.....1

Students in Elementary Education are required to complete the following courses in other disciplines:

SED211: Introduction to the Characteristics of Students with Exceptionalities.....3
 SED332: Principles and Procedures for Behavior and Classroom Management3

Double Major in Special Education

A Special Education major can only be taken as a second or double major with Elementary Education. A student cannot, therefore, major only in Special Education. Also, a student cannot be an Early Childhood and Special Education double major or a Secondary Education and Special Education double major.

This Special Education major is one of the components of the program designed to ready candidates to apply for R.I. teacher certification in grades K-8 mild/moderate special needs. In addition to completing the course work for the Elementary Education major, all Special Education majors complete the following nine courses (34 credits):

SED211: Introduction to the Characteristics of Students with Exceptionalities ...3
 SED225: Language Development and Communication Problems of Children...3
 SED305: Curriculum, Methodology, and Assessment for Students with
 Mild/Moderate Needs in the Early Grades3
 SED310: Curriculum, Methodology, and Assessment for Students with
 Mild/Moderate Needs in the Middle Grades3
 SED331: Assessment Procedures for Children with Disabilities.....3
 SED332: Principles and Procedures for Behavior and Classroom Management...3
 SED350: Collaboration: Home, School, and Community3
 SED411: Student Teaching in Special Education.....12
 SED432: Student Teaching Seminar1

Minor in Special Education

There are three minors available in Special Education, all of which are 18 credits. A minor in Special Education does not meet the requirements for Special Education teacher certification.

Early Childhood Minors are required to complete the following courses (18 credits):
SED211: Introduction to the Characteristics of Students with Exceptionalities...3
SED225: Language Development and Communication Problems of Children ...3
SED332: Principles and Procedures for Behavior and Classroom Management...3
SED370: Working with Young Children with Language and Literacy Challenges...3
SED380: Strategies for Young Children with Diverse Learning Needs3
SED397: Sign Language I3

Elementary Education Majors may minor in Special Education (18 credits)

SED211: Introduction to the Characteristics of Students with Exceptionalities...3
SED225: Language Development and Communication Problems of Children ...3
SED332: Principles and Procedures for Behavior and Classroom Management...3
SED350: Collaboration: Home, School, and Community3
SED397: Sign Language I3
and any 3 credits from the following list of courses:
SED398: Sign Language II3
or SED370: Working with Young Children with Language and Literacy Challenges ...3
or SED380: Strategies for Young Children With Diverse Learning Needs3
or Three 1-credit workshops:
SED099-01: Learning Unlimited1
SED099-02: Learning Unlimited1
SED096: Autism: Characteristics and Overview1

Non-Education majors may minor in Special Education (18 credits)

SED211: Introduction to the Characteristics of Students with Exceptionalities ...3
SED225: Language Development and Communication Problems of Children ...3
SED332: Principles and Procedures for Behavior and Classroom Management ...3
SED350: Collaboration: Home, School, and Community3
SED397: Sign Language I3
and any 3 credits from the following list of courses:
SED398: Sign Language II3
or SED380: Strategies for Young Children with Diverse Learning Needs.....3
or Three 1-credit workshops:
SED099-01: Learning Unlimited1
SED099-02: Learning Unlimited1
SED096: Autism: Characteristics and Overview1

Major in Secondary Education (B.A.S.)

All students majoring in Secondary Education must also major in one of the following areas: Biology, English, French, History, Mathematics, or Spanish. Students should consult the University catalog information pertinent to the above majors for more information regarding specific course requirements in the appropriate area of study.

This major is one of the components of the program designed to ready candidates to apply for R.I. teacher certification for grades 7-12 for Biology, English, French, History, Mathematics, and Spanish.

It is recommended that Biology majors seek certification in General Science which requires two physics courses (including a calculus prerequisite) and two chemistry courses.

All majors in Secondary Education must complete the following education courses (39 credits):

| | |
|--|----|
| EDC080: Orientation to Teaching | 1 |
| SCD101: Introduction to American Education | 3 |
| SCD220: Adolescent Development and Theories of Learning | 4 |
| SCD298 and SCD299: Tutoring and Mentoring in a Multicultural Society I and II.1, 1 | |
| SCD300: Methods Portfolio | 1 |
| SCD312: Teaching Reading in the Content Area..... | 3 |
| SCD320: Curriculum, Methods, and Assessment in the Middle and Secondary School..... | 4 |
| SCD321: Practicum for Methods | 1 |
| SCD322: Practicum for Methods II | 1 |
| SCD410: Classroom Management | 3 |
| SCD432: Student Teaching Seminar..... | 1 |
| SCD440: Practicum in Secondary Education..... | 3 |
| SCD441: Student Teaching | 12 |

All secondary education majors are encouraged to explore the Study Abroad Program. Students that participate in a Study Abroad program are eligible for exemption from SCD299 or SCD322.

Students in Secondary Education are required to complete the following course in Special Education:

| | |
|--|---|
| SED211: Introduction to the Characteristics of Students with Exceptionalities..... | 3 |
| <i>and strongly recommended to take:</i> | |
| SCD206: Smart Boards and Tech Tools for Teaching | 1 |

Minor in Secondary Education

Students completing a minor in Secondary Education must complete six courses (18 credits), including the required course listing below plus an additional 5 credits of Secondary Education or related area electives.

Required courses:

| | |
|---|---|
| SCD101: Introduction to American Education | 3 |
| SCD220: Adolescent Development and Theories of Learning | 4 |
| SCD312: Teaching Reading in the Content Area..... | 3 |
| SED211: Introduction to the Characteristics of Students with Exceptionalities.. | 3 |

The additional five credits in Secondary Education or related area should be approved by the Secondary Education program coordinator.

Students who minor in Secondary Education are not eligible for a Rhode Island Education Teaching Certificate.

Major in Music Education (B.A.S.)

Students interested in Music Education major in Education and Music. The program is designed to ready candidates to apply for R.I. teacher certification in grades K-12.

To earn a degree for Music Education, students are required to complete the following courses:

MSC130, 133, 134, 135, 136, 137, 138, 211, 212, 220, 221, 300, 301, 342, 405, 406
MSI - Individual lessons on major instrument or voice (12 credits)12
MSC400 (major recital)0
EDC298 and EDC299 or
SCD298 and SCD299: Tutoring and Mentoring in a Multicultural Society I, II ..1, 1
SCD101: Introduction to American Education3
SCD220: Adolescent Development and Theories of Learning4
SCD300: Methods Portfolio1
SCD312: Teaching Reading in the Content Area.....3
SCD410: Classroom Management3
or SED332: Principles and Procedures for Behavior and Classroom Management .3
SCD432: Student Teaching Seminar1
SCD440: Practicum in Secondary Education3
SCD441: Secondary Student Teaching.....3
SED211: Introduction to the Characteristics of Students with Exceptionalities ...3
and six credits in MSP ensemble courses

In addition, students will be required to pass comprehensive examinations in music history and theory and in piano and guitar proficiency.

Refer to the Music Program in this catalog for specific MSC course descriptions.

Early Childhood Education Courses

ELC100: Introduction to Early Childhood Education 3 credits

This course provides a broad and comprehensive overview of Early Childhood Education. Students are introduced to the educational initiatives that have developed as a consequence of the passage of the federal law “No Child Left Behind.” The Common Core standards for the content areas are introduced, as are the Rhode Island Early Learning Standards (RIELS), the Rhode Island Professional Teaching Standards (RIPTS), and the standards for the National Association for the Education of Young Children (NAEYC). Students visit diverse educational settings and have an opportunity to document observing these standards in implementation.

ELC205: Math for Young Children 3 credits

This course provides an in-depth exploration of the Common Core Standards for Math. Students examine each standard in reference to its content, meaning, and application to the teaching of young children, 5 to 8 years of age. Class will provide hands-on experiences with manipulatives to enable students to understand how young children perceive the meaning of mathematical terms.
Prerequisite: ELC100 or permission of Program Coordinator.

ELC232: Child Growth and Development

3 credits

The physical, cognitive, emotional, and social development of children from conception through 8 years of age is studied from a multicultural perspective. Theories of learning and appropriateness of curriculum are investigated. Application of these theories to the curriculum in Early Childhood Education is a major focus of this course. The development of a case study is introduced. The required service learning component (ELC298: Tutoring & Mentoring in a Multicultural Society I) provides the opportunity for meaningful interaction with children in a preschool setting, and an opportunity to implement the Rhode Island Early Learning Standards (RIELS).

Prerequisite: ELC100.

ELC250: Principles of Learning/Teaching

3 credits

This course focuses on the principles that govern learning and teaching of young children. Using the Rhode Island Early Learning Standards, the Common Core content standards, and other state standards as a guide, students learn to design lessons and activities that meet these standards. There is a required field component (ELC299: Tutoring and Mentoring in a Multicultural Society II) which will allow students the opportunity to implement into classroom practice the theories they are learning.

Prerequisite: ELC232.

ELC298: Tutoring and Mentoring in a Multicultural Society I

1 credit

This course affords students the opportunity to design lessons that meet the Rhode Island Early Learning Standards. Once lessons are created, students work in a Head Start classroom one morning each week implementing their lessons. This experience contributes to the development of a lifelong commitment to community service.

Prerequisite: For Early Childhood majors of sophomore standing.

ELC299: Tutoring and Mentoring in a Multicultural Society II

1 credit

This course affords students the opportunity to design lessons that meet the Rhode Island Early Learning Standards. Once lessons are created, students work in a Head Start classroom one morning each week implementing their lessons. This experience contributes to the development of a lifelong commitment to community service.

Prerequisite: For Early Childhood majors of sophomore standing.

ELC300: Methods Portfolio

1 credit

This workshop format course will help students prepare the portfolio necessary for student teaching acceptance.

Prerequisite: Junior standing in the Early Childhood program.

ELC304: Nutrition/Health

1 credit

This course focuses on the nutrition/health needs of young children. Students examine the nutritional needs of the young child and explore ways in which these needs can be met. A major focus is the use of children's literature to engage young children in nutrition discussions. Also investigated are ways to involve parents in the process of maintaining proper nutritional/health practices.

Prerequisite: Acceptance into the Early Childhood Education program (see Department Handbook).

ELC310: Language and Literacy 4 credits

Guided by National Association for the Education of Young Children (NAEYC) standards and Common Core Language Arts standards, this course integrates content, methods, and materials for developing early literacy in young children. The interrelationship of listening, speaking, reading, and writing is stressed. Students are exposed to the components of a balanced literacy program and to the development of the various strategies young children employ in developing reading skills. Topics are examined from a multicultural perspective and attention is focused on working with children who are English Language Learners (ELL's). A field component provides students with an environment in which to practice the theories they are learning. Students spend two hours a week working in a primary classroom.

Prerequisite: Acceptance into the Early Childhood Education program (see Department Handbook).

ELC311: Early Childhood Methods and Curriculum 6 credits

This course focuses on understanding the curriculum and methods for developmentally appropriate practice in mathematics, science, social studies, art, music, and socio-dramatics. The use of technology to enhance these content areas is explored. National Association for the Education of Young Children (NAEYC) standards and national, state, and local standards are the foundation for the development of thematic units that provide an integrative network for approaching curriculum development. A field component provides students with experience working with children from diverse cultural backgrounds. Students will spend two hours a week working in a primary classroom.

Prerequisite: Acceptance into the Early Childhood Education program. (see Department Handbook).

ELC314: Authentic Assessment 3 credits

This course focuses on developmentally appropriate assessment in Early Childhood. Both standardized and teacher-made tools are evaluated as are ways to use results from these measurements to design student learning outcomes (SLO's). Opportunities are provided to enable students to create rubrics and checklists, and to use the data from them to drive instruction. Students study norm and criterion-referenced measurements. The components of portfolio assessment are studied in detail. Students create a portfolio of assessment tools designed to be used to assess children's developmental levels.

Prerequisite: Acceptance into the Early Childhood Education program (see Department Handbook).

ELC330: Practicum in Early Childhood 3 credits

This course is a two-week internship following the completion of ELC311. Students are placed with the teacher with whom they will work during their student teaching experience. The internship is designed to provide opportunities for an overview of curriculum and instruction for that early childhood grade level. It also provides an opportunity for the student/cooperating teacher to begin to work together, and is a head start for the student teaching experience.

Prerequisites: ELC310 and ELC311 and acceptance to Student Teaching (see Department Handbook).

ELC350: Parents/Teachers/Community

1 credit

This course provides extensive experience in developing competence in the skills and ability to work with parents and other adults in the home, school, and community, particularly those from homes where English is not the primary language. Students engage in a variety of role-playing activities to provide simulated experience in these skills.

Prerequisite: Acceptance into the Early Childhood Education program (see Department Handbook).

ELC431: Student Teaching at the Early Childhood Level

12 credits

Student teaching is a full-time assignment under the supervision of a cooperating teacher and the University supervisor. Opportunities are provided for substantial responsibility for the full range of teaching duties. During this time, the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as in individualized conferences with the cooperating teacher and University supervisor. A formal request for initial licensure in Rhode Island is made before a panel of professional educators.

Prerequisite: Acceptance to Student Teaching (see Department Handbook).

ELC432: Student Teaching Seminar

1 credit

This workshop-format course will provide materials and mentoring to supplement the student teaching experience. It will also help students prepare the portfolio necessary to be recommended to the State of Rhode Island for initial licensure.

Prerequisite: ELC431.

ELC480: Senior Partnership

3 or 6 credits

This elective course provides experienced Early Childhood majors with the opportunity to use their teaching, management, creative, and interpersonal skills in the development and implementation of educational programs to service the local community. Students develop a contract that specifies standards and student learning outcomes to be met during the semester. Working under the guidance of a University supervisor, students implement the contract and present a portfolio of work completed.

Prerequisites: Successful completion of Student Teaching and the recommendation of the University supervisor (see Department Handbook).

ELC490: Senior Seminar

3 credits

The focus of this capstone course is to provide intensive reflection on the development of the pre-service teacher as he or she prepares to enter the education profession. Resumes, cover letters, and mock interviews are completed. Panels of former graduates provide hands-on advice to students. Completion of professional portfolios is achieved.

Prerequisite: Successful completion of Student Teaching.

ELC499: Independent Study

3 credits

This course permits students to examine a subject area of their choice, whether or not offered in the regular curriculum.

Permission of the program coordinator is necessary to take this course.

Elementary Education Courses**EDC080: Orientation to Teaching** 1 credit

This one credit course is designed to introduce students to teaching as a profession that covers Pre-K through 12th grade. Utilizing an interactive discussion model, students will identify the areas of teaching that interest them and the requirements of the program that focuses on those areas. Students will be introduced to the Rhode Island Professional Standards and the licensure portfolio process.

EDC140: Preparing to Teach Math 1 credit

This course is designed for students planning to major in education who seek a greater understanding of mathematical concepts and processes necessary in order to effectively teach mathematics in the K-12 classroom. Students will acquire more in-depth knowledge of the logic of mathematical processes, problem solving strategies, and approaches to promote mathematical thinking.

EDC190: Teaching Physical Education and Health 1 credit

This course is designed to provide the education major with basic understandings of the need and value of physical education and health in the school setting.

EDC201: Introduction to American Education 3 credits

This course provides a broad and comprehensive overview of the philosophical, historical, political, economic, legal, and social foundations of education in the United States. It also addresses teaching as a profession, the role of the school in a changing society, and effective teaching practices. Service learning is a required component of this course, as well as concurrent enrollment in EDC298. *Prerequisite: Sophomore or higher standing.*

EDC203: Technologies for Instruction and Assessment 3 credits

This 3-credit course allows teacher candidates the opportunity to explore technology used to teach, reinforce, and enhance instruction in the elementary classroom as well as examining its use in a data-driven classroom. This course fosters skill development in the area of instructional technology and in information processing skills. All teacher candidates will investigate a wide range of current effective educational technology tools. Teacher candidates will examine how technology is used to create assessments for the class (formative assessments and summative assessments) and will explore the use of technology to assist in a data-driven classroom. Activities and projects address students' abilities to effectively use technology in instruction and in assessment. The course goals and objectives selected for this course meet the most current technology standards (NETS) recommended for pre-service teachers by the International Society for Technology in Education (ISTE, 2011) and the Rhode Island Professional Teacher Standard (RIPTS, 2008).

Prerequisite: Sophomore or higher standing.

EDC206: Phonics 1 credit

This course addresses undergraduate elementary and elementary/special education students' acquisition of basic phonic knowledge for schema and for planning appropriate instruction with elementary students. It will cover

phonological awareness, phonemic awareness, and phonics instruction. Students will apply information learned to develop appropriate instructional activities to target specific skills/strategies.

Prerequisites: Sophomore level elementary and elementary/special education majors.

EDC220: Child and Adolescent Development, Learning, and Teaching: Theories and Applications 4 credits

In this course, teacher education candidates examine, integrate, evaluate, and apply information on physical, cognitive, emotional and social development of children and adolescents from both multicultural and theoretical perspectives. The major theories and principles of learning and teaching, as well as the relationships among them, are also examined, integrated and applied. Teaching methods, classroom experiences and other aspects of the teaching-learning processes are analyzed and evaluated in relation to the theories, their principles, and current research both in theories and in child development. Expectations and activities planned in this course are geared to application which demonstrates understanding of the theories and understanding of how knowledge of child development impacts instruction.

Prerequisite: Sophomore or higher standing.

EDC243: Children's Literature 3 credits

This course is designed to provide an overview of children's literature. Books of fiction and of poetry, the traditional literature of the fairy tale, fable, myth and legend, and materials in the nonfiction areas of science, biography, and history will be evaluated. Multicultural literature is explored across genres. Stands for the selection of books will be considered. Writing is an integral component. Book reviews, learning logs, and author studies are developed in depth.

Prerequisite: Sophomore or higher standing.

EDC298: Tutoring and Mentoring in a Multicultural Society I 1 credit

This course affords students the opportunity to acquire mentoring skills in order to assist children in greatest need to develop appropriate academic strategies as well as affective and psychosocial skills. In the process, many students realize a commitment to the lifelong pursuit of community service. Requirements include weekly seminar participation and a total of 15 hours of tutoring/mentoring per semester.

Prerequisite: For Elementary and Elementary/Special Education majors of sophomore or higher standing.

EDC299: Tutoring and Mentoring in a Multicultural Society II 1 credit

This course is designed for tutors and mentors to develop effective multicultural strategies to help their K-12 students from diverse populations improve and/or gain effective learning strategies and positive attitudes about themselves. In the process, students realize a commitment to the lifelong pursuit of community service. Requirements include weekly seminar participation and a total of 15 hours of tutoring/mentoring per semester.

Prerequisite: For Elementary and Elementary/Special Education majors of sophomore or higher standing.

EDC300: Methods Portfolio

1 credit

This workshop will help students prepare the portfolio necessary for acceptance into Student Teaching.

Prerequisite: Junior standing in Elementary Education program.

EDC305: Teaching Social Studies in Elementary School

3 credits

In this course teacher education candidates examine, integrate, apply and evaluate Social Studies methods, content, resources, and materials for teaching at the elementary school level. Both practical and theoretical perspectives on the teaching and learning of Social Studies are explored. The goals and thematic strands of the National Council of Social Studies are studied and applied. There is emphasis on planning and teaching with a multicultural and global perspective on citizenship education leading to active involvement of children in the classroom, school, community, and beyond. Teacher candidates' experiences include using inquiry, cooperative learning, primary sources, children's literature, technology, the arts, and hands-on activities. Appropriate assessment and evaluation strategies are integrated throughout the course. Field experiences provide opportunities for students to demonstrate attainment of social studies teaching skills through creating and teaching an integrated thematic unit in an elementary classroom.

Prerequisite: Junior level or higher Elementary or Elementary/Special Education majors

EDC320: Teaching Literacy and Language

6 credits

This course integrates content, methods, and materials for instruction in elementary literacy and language. Students develop an understanding of the functional role of listening, speaking, reading, writing and viewing in all curriculum areas. Topics include creating a community of learners in a literacy rich environment and delivery of a balanced literacy program with a focus on teaching phonemic awareness, phonics, fluency, and vocabulary and text comprehension utilizing the reading/writing workshop models. The role of assessment is examined from the emergent through fluent levels of reading and writing. Emphasis is placed on communication skills and their integration in the entire elementary education curriculum. Field experiences provide concrete opportunities for students to demonstrate application of content and strategies discussed in the class with a diverse population.

Prerequisites: EDC206; junior level or higher Elementary or Elementary/Special Education major.

EDC323: Teaching Mathematics and Science in the Elementary School

6 credits

This course enables students to develop the content knowledge and skills vital to the teaching of mathematics and science in grades 1-6. Students design, present, and evaluate hands-on activities and project-based instruction, utilizing technology and applying the latest findings in brain-based learning. Students examine the discovery-based method, project-based instruction, and inquiry-based strategies. Students develop curriculum based on state benchmarks, national standards in elementary mathematics and science, and local district standards. Attention is given to adaptive curriculums for students with diverse cultural backgrounds, and special needs. Appropriate assessment and evaluation strategies are integrated throughout the course, and students will be required to pass a content test. Field experiences provide opportunities for students to

demonstrate attainment of mathematics and science teaching skills.

Prerequisite: Junior level or higher Elementary or Elementary/Special Education major.

EDC431: Student Teaching at the Elementary School Level 12 credits

Student Teaching is a full-time assignment under the supervision of a cooperating teacher and a University supervisor. Opportunities are provided for substantial responsibility for the full range of teaching duties. During this time the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as individualized conferences with the cooperating teacher and University supervisor. Students will produce a licensure portfolio by the end of the semester and will be interviewed for recommendation for initial licensure. This course is for students who are majoring in Elementary and Special Education.

Prerequisite: Acceptance to Student Teaching (see Assessment Handbook).

EDC432: Student Teaching Seminar 1 credit

This workshop-format course will provide materials and mentoring to supplement the student teaching experience. It will also help students prepare the portfolio necessary to be recommended to the State of Rhode Island for initial licensure.

Prerequisite: Senior standing in the Elementary Education program (see Assessment Handbook).

EDC499: Independent Study 3 credits

This course permits students to examine a subject area of their choice, whether or not offered in the regular curriculum.

Permission of the program coordinator is necessary to take this course.

Special Education Courses

SED096: Autism: Characteristics and Overview 1 credit

This workshop introduces students to the characteristics of the autism spectrum and provides strategies and instructional techniques to employ in teaching students along the autism spectrum.

SED099: Learning Unlimited 0-1 credits

This elective course gives students the opportunity to provide enriching experiences for adults with developmental delays. Students receive training prior to working with these adults. Assistance in the planning and implementation of the experiences is provided throughout the course.

**SED211: Introduction to the Characteristics of Students
with Exceptionalities** 3 credits

This course introduces exceptionalities in early childhood through high school settings. The impact of the exceptionality on how individuals learn is discussed in relation to learning styles, teaching styles, and service delivery models. The field of Special Education is reviewed including an historical perspective, laws, legislation, identification, instructional strategies, and family issues.

Prerequisite: Field experience is required; sophomore or higher standing.

SED225: Language Development and Communication Problems of Children 3 credits

This course studies processes in the development of language/communication in children. Techniques for enhancing language/communication development with children with disabilities are considered. Alternative communication strategies for the nonverbal child are discussed, as well as methods for facilitating language development. The origins, nature, and management of classical communication disorders are also studied.

Prerequisite: Field experience is required; sophomore or higher standing.

SED305: Curriculum, Methodology, and Assessment for Students with Mild/Moderate Disabilities in the Early Grades 3 credits

This course emphasizes curriculum, instructional methods, and assessment of students with mild/moderate disabilities enrolled in grades K-5 and the documented plan for implementation of the individualized curriculum and the IEP. Research-based instruction programs for teaching are examined. The science of reading, including phonemic awareness, phonics, vocabulary, fluency and comprehension, is presented. The field experience provides the opportunity to work with students with a variety of exceptional learning needs and study classrooms representing various grades and special education service delivery models. Field experience is required.

Prerequisite: Acceptance into the Special Education program (see Department Handbook).

SED310: Curriculum, Methodology, and Assessment for Students with Mild/Moderate Disabilities in the Middle Grades 3 credits

This course emphasizes curriculum, instructional methods, and assessment of students with mild/moderate disabilities at the middle school level. Mathematic skills and interventions are presented. The collaboration inherent in the role of the special education teacher is explored. Assessment data are used to develop and implement logically ordered instructional approaches which are appropriately integrated into the Individualized Education Plan. During the field experiences, opportunities are provided to use materials and make adaptations for individual and small-group, and whole-class learning activities. Field experience is required.

Prerequisite: Acceptance into the Special Education program (see Department Handbook).

SED330: Practicum in Special Education 3 credits

This elective course provides a 50-hour assignment working with students with special needs. Students focus on assessment, lesson development and implementation, reflective teaching, application of Individualized Education Plans, and case study development.

Prerequisites: Minimum of one methods course and acceptance into the Special Education program and permission of the Department Chair.

SED331: Assessment Procedures for Children with Disabilities 3 credits

This course emphasizes principles and procedures of developmental and educational assessment of students in grades K-8 (mild/moderate disabilities). The development, selection, administration, and interpretation of formal and

informal assessment devices are reviewed in relation to legal and instructional decisions. Response to intervention is examined.

Prerequisite: Acceptance into the Special Education program (see Department Handbook).

SED332: Principles and Procedures for Behavior and Classroom Management 3 credits

This course addresses the social/emotional and behavioral aspects of teaching and learning. Strategies for organizing and managing the classroom, and enhancing the emotional development of children are examined. A range of environmental, social, emotional, behavioral, and cognitive theories of intervention are reviewed and critiqued.

Prerequisite: Acceptance into the Education program; classroom field experience is required (see Department Handbook).

SED350: Collaboration: Home, School, and Community 3 credits

This course focuses on effective communication skills built on mutual understanding and respect amongst school personnel, families, and community agency personnel. Cross-cultural communication is studied and partnering with families with children with mild/moderate disabilities (grades K-8) is emphasized. Community resources are also explored and opportunities are provided for engaging families at elementary schools, community events and parent organization meetings.

Prerequisite: Acceptance into an Education program (see Department Handbook).

SED370: Working with Young Children with Language and Literacy Challenges 3 credits

This course explores the nature of the challenges young children may encounter in literacy. Assessment and research-based literacy instruction will be examined. Issues related to teaching in diverse classrooms will be a major focus.

Prerequisite: Acceptance into an education program or Special Education minor (see Department Handbook).

SED380: Strategies for Young Children with Diverse Learning Needs 3 credits

This course explores varied strategies for working in inclusive classrooms with young children with diverse learning needs. Modifications and accommodations will be examined. Interventions and progress monitoring routines (executive functions) will be explored. Autism spectrum disorders, as well as varied disabilities, will be studied.

Prerequisite: Acceptance into an education program or Special Education minor (see Department Handbook).

SED397: Sign Language I 3 credits

This elective course provides students with an introduction to American Sign Language. Background information on hearing impairments is also presented.

SED398: Sign Language II 3 credits

This elective course follows Sign Language I. Students further develop their skills in American Sign Language.

Prerequisite: SED397.

SED399: Special Topics 1-3 credits
This course offers in-depth study selected from areas of interest or need in the field of Special Education.

SED411: Student Teaching in Special Education 12 credits
Student Teaching is a full-time assignment under the supervision of a cooperating teacher and a University supervisor. Opportunities are provided for substantial responsibility for the full range of special education services. During this time the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as individualized conferences with the cooperating teacher and University supervisor. Students will produce a licensure portfolio by the end of the semester and will be interviewed for recommendation for licensure in Special Education.
Prerequisite: Acceptance to Student Teaching (see Department Handbook).

SED432: Student Teaching Seminar 1 credit
This workshop-format course will provide materials and mentoring to supplement the student teaching experience. It will also help students prepare the portfolio necessary to be recommended to the State of Rhode Island for initial licensure.
Prerequisite: Senior standing in the Special Education program (see Assessment Handbook).

SED499: Independent Study 1-3 credits
This course is intended to permit individual students to examine in depth a subject area related to Special Education that is not offered in the regular curriculum.
Permission of the Department Chair is necessary to take this course.

Secondary Education Courses.

SCD101: Introduction to American Education 3 credits
This course provides a broad and comprehensive overview of the philosophical, historical, political, economic, legal, and social foundations of education in the United States. It also addresses teaching as a profession, the role of the school in a changing society, and effective teaching practices. Service learning is a required component of this course. *Open to freshmen; offered Spring semester.*

SCD206: Smart Boards and Tech Tools for Teaching 1 credit
This course will develop proficiency in use of the Smartboard and other technology tools to promote student learning in the classroom.

SCD220: Adolescent Development and Theories of Learning 4 credits
In this course, teacher education candidates examine, integrate, evaluate, and apply information on physical, cognitive, emotional and social development of adolescents from a multicultural and theoretical perspective. The major theories and principles of learning and teaching, as well as the relationships among them, are examined, integrated and applied. Teaching methods, classroom experiences and other aspects of the teaching-learning processes are analyzed and evaluated in relation to the theories, their principles, and current research both in theories

and in adolescent development. Expectations and activities planned in this course are geared to application which demonstrates understanding of the theories and understanding of how knowledge of adolescent development impacts instruction. Classroom observations provide opportunities for students to identify and analyze application of theory in school settings.

Prerequisite: Sophomore or higher standing.

SCD298: Tutoring and Mentoring in a Multicultural Society I 1 credit

This course affords students the opportunity to acquire mentoring skills in order to assist children in greatest need to develop appropriate academic strategies as well as affective and psychosocial skills. In the process, many students realize a commitment to the lifelong pursuit of community service. Requirements include weekly seminar participation and a total of 15 hours of tutoring/mentoring per semester.

Prerequisite: For Secondary Education majors/minors of sophomore or higher standing.

SCD299: Tutoring and Mentoring in a Multicultural Society II 1 credit

This course is designed for tutors and mentors to develop effective multicultural strategies to help their K-12 students from diverse populations improve and/or gain effective learning strategies and positive attitudes about themselves. In the process, students realize a commitment to the lifelong pursuit of community service. Requirements include weekly seminar participation and a total of 15 hours of tutoring/mentoring per semester.

Prerequisite: Secondary Education majors/minors of sophomore or higher standing.

SCD300: Methods Portfolio 1 credit

This workshop will help students prepare the portfolio necessary for acceptance into Student Teaching.

Prerequisite: Junior standing in Secondary Education program.

SCD312: Teaching Reading in the Content Area 3 credits

This course is designed to instruct future teachers in the use of methods and materials in teaching students to strengthen their reading skills within the various content areas of the middle and secondary school curriculum. Attention to the needs of multicultural students will be part of this course. Technological materials will be included as they relate to reading skills.

SCD320: Curriculum, Methods, and Assessment in the Middle and Secondary School 4 credits

Knowing what to teach, how to teach it, and how to assess the learning involved are important skills. In light of the national and state standards for academic content areas, the students in this course will study curriculum planning, instructional methodology, and assessment. Teacher candidates will learn how to develop clear expectations for students, help students reach those expectations using a variety of methodologies, and assess student learning throughout the instructional process using a variety of assessment measures and providing continuous feedback. Teacher candidates will understand that all students can learn at significantly higher levels if teacher instructional practices accommodate

the diverse learning styles of students. Students need to be more active participants in their learning since society involves an active engagement with ideas or people. Different instructional models draw upon the learning dispositions of diverse students and utilize the natural power and skills that such students possess. This helps motivate students to learn and makes the process more enjoyable. Teachers who utilize a variety of instructional models will be successful in maximizing the achievements of all students. Teacher candidates will develop skills in the use of a wide array of teaching models that encourage active student participation, enhance student self-worth, and energize student excitement in learning.

Prerequisite: Acceptance into the Secondary Education program.

SCD321: Practicum I for Methods 1 credit

In association with SCD320, teacher candidates complete a practicum experience by spending time in secondary schools observing methodology and practices, reflecting on their connection to standards, and developing teaching skills. Students continue to integrate educational theory with classroom practice.

SCD322: Practicum II for Methods 1 credit

In this course teacher candidates have the opportunity to work with one content teacher and begin to master instruction.

SCD355: Multicultural Education 3 credits

This elective course emphasizes that the teaching/learning process is based upon democratic values and promotes cultural pluralism within a culturally diverse society. Shared problems of prejudice, stereotyping, bias and discrimination are discussed in light of issues of importance to racial and ethnic minorities, gender and sexual orientation, exceptionalities, religion, language and aging. The specific challenges and opportunities presented by cultural pluralism for a teacher are examined.

Prerequisite: Sophomore or higher standing.

SCD399: Special Topics 1-3 credits

This course offers in-depth study selected from areas of general current interest in the educational field.

SCD410: Classroom Management 3 credits

This course will help the teacher candidate learn how to “create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation” (RIBTS #6). The teacher candidate will learn strategies to facilitate the creation of a classroom environment conducive to the learning needs of all students. The development of positive relationships and effective instructional strategies as ways of preventing discipline problems are emphasized. The teacher candidate studies and reflects on a wide variety of discipline models and develops a classroom management plan congruent with his or her personal philosophy of education and current research on effective practice for promoting student achievement.

Prerequisites: Classroom field experience is required. Students are concurrently enrolled in SCD440: Practicum in Secondary Education to complete this required field experience.

SCD432: Student Teaching Seminar

1 credit

This workshop format course will provide materials and mentoring to supplement the student teaching experience and aid the student in job exploration. It will also help students prepare the portfolio necessary to be recommended to the State of Rhode Island for initial licensure.

Prerequisite: Senior standing in the Secondary Education program (see Department Handbook).

SCD440: Practicum in Secondary Education

3 credits

This course provides a 60-hour practicum experience prior to student teaching. Experience in the classroom is critical to the professional development of teachers. The overall goal of this course is to help the student integrate formal course work, educational theory, and the Professional Teaching Standards with real teaching experiences in his or her discipline. The practicum provides an opportunity for the teacher candidate to become familiar with the cooperating teacher, the students, the classroom environment, and school policies prior to the student teaching experience. Students will apply teaching skills specifically to their content area and develop a unit of study to implement during the student teaching experience. The practicum seminar is a discipline-specific teaching course. This course will also address the candidates' concerns regarding school policies and procedures, lesson planning and classroom management.

Prerequisite: Acceptance into the Secondary Education program.

SCD441: Secondary Student Teaching

12 credits

This 15-week experience is a full-time assignment under the supervision of a cooperating teacher, a University academic supervisor from the student's content area, and an education department supervisor. Opportunities are provided for substantial responsibility for the full range of teaching duties on the secondary level. During this time, the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as in individualized conferences with the various supervisors. Students will produce a licensure portfolio by the end of the semester and will be interviewed for recommendation for initial licensure.

Prerequisite: Acceptance to Student Teaching (see Department Handbook).

SCD499: Independent Study

1-3 credits

This supervised study is intended to permit individual students to examine in depth a subject area of their choice that may not be offered in the regular curriculum. Written proposals for independent study must include goal(s), objectives, outline of the intended study content, means of assessment, and be submitted in advance, and must receive approval of the Department Chair, program coordinator, and supervising teacher.

English

Department Chair: D. Matthew Ramsey, Ph.D.

Through the study of literature and communications, students in the Department of English refine and develop an understanding of human nature and of the enduring values that have shaped western civilization and our global, multicultural society. They also pursue one of the most versatile degrees students can choose today.

An English degree fosters the creative, critical, and analytical skills needed for graduate study and for a variety of rewarding careers in such fields as law, publishing, media, education, business, and government. Many of our majors also pursue careers in nonprofit groups and international-aid organizations.

English Major

Students may choose a major in Literature, Communications or English Literature/ Secondary Education. Minors in Literature, Communications, Creative Writing, and Film are also available.

The Literature major offers students the opportunity to grasp the principles of literary theory and criticism; to increase written and oral skills; and to investigate the major genres and periods of American, British, and World literature. Majors are able to apply the results of this progressive experience in upper-division courses that demand analytical skills and refined research techniques. Students interested in teaching English at the high school level pursue the same course of study as Literature students but major in Secondary Education as well.

The Communications major offers students a selection of courses designed to develop skills in media writing and reporting as well as in editing and research. The program provides a strong foundation for students who plan careers in newspapers and magazines, public relations, new media, book publishing, and related fields.

To graduate with a major in English, students must have taken at least 7 courses (21 credits) in English at Salve Regina University, and achieve an average GPA in these courses of 2.3 (C+).

Major in English Literature (B.A.)

(13 courses/39 credits)

Foundation Courses (15 credits):

| | |
|--|---|
| ENG190: Introduction to Literature..... | 3 |
| ENG247: Introduction to Literary Theory and Criticism..... | 3 |
| ENG325: Studies in Shakespeare..... | 3 |
| ENG489: Critical Writing and Research..... | 3 |
| ENG490: Senior Research/Seminar..... | 3 |

Two Courses in American Literature (6 credits):

| | |
|---|---|
| ENG215: Elements of Modernism in Twentieth-Century American Literature ... | 3 |
| ENG313/AST315: The American Literary Renaissance..... | 3 |
| ENG314/AST314: Realism and Naturalism in Nineteenth-Century American Literature..... | 3 |
| ENG315: The Harlem Renaissance..... | 3 |
| ENG330: Literary Landscape of Newport..... | 3 |

Two Courses in British Literature (6 credits):

| | |
|---|---|
| ENG228: The Romantic Revolution..... | 3 |
| ENG229: Victorian Literature..... | 3 |
| ENG230: British Modernism and the End of Empire..... | 3 |
| ENG321: British Literature from Beowulf to Everyman..... | 3 |
| ENG322: Literature of the English Renaissance from Wyatt to Marvel..... | 3 |
| ENG326: Restoration and Eighteenth-Century British Literature..... | 3 |
| ENG329: The Inklings: C.S. Lewis, J.R.R. Tolkien and Their Circle..... | 3 |

One Course in World or Regional Literature (3 credits):

ENG345: Studies in World Literature3
ENG346: Post-Colonial Literature.....3
ENG349: Literature from the Middle East.....3

Three Additional Literature or Writing Courses, at least two at the 300-level or above (9 credits):

ENG210: Myth and Symbol3
ENG212: Contemporary Drama3
ENG241: Film and Literature.....3
ENG250: Introduction to Creative Writing.....3
ENG281: Advanced Composition.....3
ENG320: The Art of Nonfiction.....3
ENG327: Young Adult Literature.....3
ENG329: The Inklings: C.S. Lewis, J.R.R. Tolkien and their Circle.....3
ENG336: The Catholic Imagination in Modern Literature3
ENG337: Modern Irish Writers3
ENG349: Literature from the Middle East.....3
ENG350: Special Topics in Creative Writing.....3
ENG398: Special Topics in Literature3
ENG410: British and American Novels after 9/113
ENG412: Seminar in Major Authors3
ENG491: Internship3

Double Major in English Literature/Secondary Education (B.A.S)

(13 courses/39 credits)

Students must complete 13 courses/39 credits in English Literature and must also complete the requirements for Secondary Education. *See Education Department for requirements of the Secondary Education major.*

Foundation Courses (18 credits):

ENG190: Introduction to Literature.....3
ENG247: Introduction to Literary Theory and Criticism3
ENG281: Advanced Composition.....3
ENG325: Studies in Shakespeare3
ENG489: Critical Writing and Research3
ENG490: Senior Research/Seminar3

Two Courses in American Literature (6 credits):

ENG215: Elements of Modernism in Twentieth-Century American Literature ...3
ENG313/AST315: The American Literary Renaissance.....3
ENG314/AST314: Realism and Naturalism in Nineteenth-Century
American Literature3
ENG315: The Harlem Renaissance3
ENG330: Literary Landscape of Newport3

Two Courses in British Literature (6 credits):

| | |
|---|---|
| ENG228: The Romantic Revolution | 3 |
| ENG229: Victorian Literature..... | 3 |
| ENG230: British Modernism and the End of Empire | 3 |
| ENG321: British Literature from Beowulf to Everyman..... | 3 |
| ENG322: Literature of the English Renaissance from Wyatt to Marvel..... | 3 |
| ENG326: Restoration and Eighteenth-Century British Literature..... | 3 |
| ENG329: The Inklings: C.S. Lewis, J.R.R. Tolkien and Their Circle..... | 3 |

One Course in World or Regional Literature (3 credits):

| | |
|--|---|
| ENG345: Studies in World Literature | 3 |
| ENG346: Post-Colonial Literature..... | 3 |
| ENG349: Literature from the Middle East..... | 3 |

Two Additional Literature or Writing Courses at least one at the 300-level or above (6 credits):

| | |
|--|---|
| ENG320: The Art of Nonfiction..... | 3 |
| ENG327: Young Adult Literature..... | 3 |
| ENG329: The Inklings: C.S. Lewis, J.R.R. Tolkien and their Circle..... | 3 |
| ENG336: The Catholic Imagination in Modern Literature | 3 |
| ENG337: Modern Irish Writers | 3 |
| ENG349: Literature from the Middle East..... | 3 |
| ENG350: Special Topics in Creative Writing..... | 3 |
| ENG398: Special Topics in Literature | 3 |
| ENG410: British and American Novels after 9/11 | 3 |
| ENG412: Seminar in Major Authors | 3 |
| ENG491: Internship | 3 |

Major in English Communications

(13 courses/40 credits)

Foundation Courses (15 credits):

| | |
|---|---|
| ENG265: Media and Culture..... | 3 |
| ENG271: Introduction to Media Writing..... | 3 |
| ENG273: Multimedia Storytelling for Print and Broadcast | 3 |
| ENG489: Critical Writing and Research | 3 |
| ENG490: Senior Thesis | 3 |

Required Courses (13 credits):

| | |
|---|---|
| ENG095: Grammar and Punctuation for Editors, co-requisite with ENG357 | 1 |
| ENG357: Editing and Publishing..... | 3 |
| ENG358: Global Media..... | 3 |
| ENG491: Internship | 3 |

One Advanced Writing Course from the following:

| | |
|--|---|
| ENG370: Arts and Entertainment Writing and Reporting | 3 |
| ENG371: Feature Writing..... | 3 |
| ENG373: Advanced Multimedia Reporting..... | 3 |

Four Electives, at least two at the 300-level or above (12 credits)

| | |
|---|---|
| ENG241: Film and Literature..... | 3 |
| ENG250: Introduction to Creative Writing..... | 3 |
| ENG254: Writing for Professionals..... | 3 |
| ENG256: Writing for Public Relations..... | 3 |
| ENG267: Introduction to Television Studies..... | 3 |
| ENG320: The Art of Nonfiction..... | 3 |
| ENG350: Special Topics in Creative Writing..... | 3 |
| ENG355: Case Studies in Public Relations..... | 3 |
| ENG356: World Cinema..... | 3 |
| ENG360: Social Media Strategies..... | 3 |
| ENG367: Reality Television..... | 3 |
| ENG368: Media and Gender..... | 3 |
| ENG374: Advertising and Consumer Culture..... | 3 |
| ENG399: Special Topics in Communications..... | 3 |
| ENG452: Issues in New Media..... | 3 |
| ENG480: Public Relations Campaigns..... | 3 |
| ENG496: Film Theory..... | 3 |

Minors

Students minoring in English can select from four options: Literature, Communications, Creative Writing, and Film. A minimum of six courses (18 credits) is required. Only one course may also count toward a major or another minor.

Minor in English Literature

| | |
|--|---|
| ENG190: Introduction to Literature..... | 3 |
| ENG247: Introduction to Literary Theory and Criticism..... | 3 |
| ENG325: Studies in Shakespeare..... | 3 |

Three additional literature courses (9 credits), excluding ENG201 and ENG205, chosen in consultation with the student’s advisor or department faculty.

Minor in English Communications

| | |
|--|---|
| ENG265: Media and Culture..... | 3 |
| ENG271: Introduction to Media Writing..... | 3 |
| ENG273: Multimedia Storytelling for Print and Broadcast..... | 3 |

Three electives (9 credits) in writing or communications, chosen in consultation with the student’s advisor.9

Minor in Creative Writing

| | |
|---|---|
| ENG250: Introduction to Creative Writing..... | 3 |
| ENG251: Creative Writing: Poetry..... | 3 |
| or ENG252: Creative Writing: Fiction..... | 3 |
| ENG451: Advanced Creative Writing Workshop..... | 3 |

One additional Writing course from the following:

| | |
|---|---|
| ENG350: Special Topics in Creative Writing..... | 3 |
| ENG370: Arts and Entertainment Writing and Reporting | 3 |
| ENG371: Feature Writing..... | 3 |
| Two additional literature courses (6 credits), excluding ENG201 and ENG205, chosen in consultation with the student's advisor | |

Interdisciplinary Minor in Film

| | |
|----------------------------------|---|
| ENG241: Film and Literature..... | 3 |
| ENG253: History of Cinema | 3 |
| ENG496: Film Theory | 3 |

Three additional courses from the following:

| | |
|--|---|
| ADJ351: American Prisons as Depicted in Film and TV..... | 3 |
| ART102: Film, Art and Society | 3 |
| ENG356: World Cinema..... | 3 |
| ENG397: Special Topics in Film | 3 |
| SPA399: Special Topics (in Hispanic Cinema)..... | 3 |
| THE241: Script Analysis..... | 3 |

Film-related courses in other departments and special topics courses within the English department may also count toward the minor; students must consult with the Department of English Chair to exercise this option.

English Courses

ENG150: What it Means to Be Human 3 credits

Common Core Requirement

In this course students will read, analyze, discuss, and write about major literary texts selected for their moral, spiritual, and intellectual richness. This is a writing intensive course.

ENG190: Introduction to Literature 3 credits

Foundation Course Required of all Literature Majors and Minors

Through the study of poetry, short fiction, novel, drama and creative non-fiction, students identify literary elements including plot, character, theme, imagery, and acquire critical vocabulary. This introductory course emphasizes active, responsive reading; close, attentive textual analysis; significant writing; and lively class discussion.

ENG201: Literary Masterpieces 3 credits

Core Complement Course in Literature

Students in this course will focus on critical thinking and interpretation of major literary works from a variety of genres, including poetry, fiction and drama. This course does not fulfill requirements for the Literature major or minor.

Prerequisite: ENG150.

ENG205: Contemporary Global Literature 3 credits*Core Complement Course in Literature*

In this course students explore the literary and rhetorical qualities of various contemporary texts. Readings are chosen for their relevance to both local and global perspectives. To fully appreciate the literature, students will develop a basic familiarity with the historical and cultural factors at play in each text. This course will improve students' close readings skills as well as engage them in some of the major debates in today's increasingly globalized world. This course does not fulfill requirements for the Literature major or minor.

Prerequisite: ENG150.

ENG210: Myth and Symbol 3 credits*Core Complement Course in Literature*

Symbols, archetypes, and mythological allusions saturate world literature. To increase awareness and appreciation of these powerful presences, this course provides a brief survey of Greek mythology, traditional folk and fairy tales, and contemporary examples of densely symbolic works.

Prerequisite: ENG150.

ENG212: Contemporary Drama 3 credits*Core Complement Course in Literature*

Contemporary Drama seeks to give students an overview of modern plays in Great Britain and the United States by examining a variety of works produced in London and New York over the past two decades. Special attention will be placed on plays that examine social and moral issues associated with contemporary life.

Prerequisite: ENG150.

**ENG215: Elements of Modernism in Twentieth-Century
American Literature** 3 credits*Core Complement Course in Literature*

In response to two world wars, advancements in technology, and new theories of psychology, twentieth century American authors often rejected traditional social, economic, and spiritual values and struggled to find new meaning in their writing. The works in this course illustrate the stylistic experimentation of the period and chart the currents of disillusionment, alienation, and existentialism in the period.

Prerequisite: ENG150.

ENG228: The Romantic Revolution 3 credits*Core Complement Course in Literature*

This course explores the revolutionary theories and poetic forms of William Blake, William Wordsworth, Samuel Coleridge, Lord Byron, Percy Shelley, and John Keats along with the economic, social, and personal themes of Anna Barbauld, Mary Robinson, Mary Wollstonecraft and Jane Austen.

Prerequisite: ENG150.

- ENG229: Victorian Literature** 3 credits
Core Complement Course in Literature
The impact of the Industrial Revolution, the expansion of the Victorian Empire, and the changing roles of women are studied in the works of Robert and Elizabeth Barrett Browning, Alfred Tennyson, Charles Dickens, the Brontës, John Ruskin, George Eliot, Matthew Arnold, Dante Gabriel and Christina Rossetti, Gerard Manley Hopkins, Oscar Wilde and G.B. Shaw.
Prerequisite: ENG150.
- ENG230: British Modernism and the End of Empire** 3 credits
This course spans British literature from the rise of modernism before World War I through to the turbulent, angry '60s and beyond. This survey studies the responses of representative novelists, poets, and playwrights to the cataclysmic social, economic, and political forces that saw the diminishment of the British Empire to the status of island-nation.
Prerequisite: ENG150.
- ENG241: Film and Literature** 3 credits
Core Complement Course in Literature
Through investigation of current theories of adaptation, students will learn to analyze and appreciate film adaptations of literature and other artistic forms (such as graphic novels, television, and video games); become familiar with critical film and literary terminology; and grapple with several current strands of film and narrative theory.
Prerequisite: ENG150.
- ENG247: Introduction to Literary Theory and Criticism** 3 credits
Foundation Course required of all English Literature Majors and Minors
The study of literature has undergone radical transformations in the past few generations. This course examines how the sweeping social, cultural, and political changes of the past century have influenced the traditional use of literature to delight and instruct. Students will learn about the development of literary criticism from its moral, philosophical, and historical beginnings through its encounters with thinkers such as Freud and Marx and the modern currents of, for example, formalist, feminist, post-structuralist and postcolonial thought.
- ENG250: Introduction to Creative Writing** 3 credits
This course, the required foundation course for the Creative Writing Minor, is meant to introduce the fundamental techniques of writing imaginatively in fiction, poetry, and creative nonfiction. It assumes that you may wish to try writing in a variety of genres before committing yourself to advanced courses in one genre or the other. In a larger sense, the course should enable you to strengthen your ability to use written language for expression and communication.
- ENG251: Creative Writing: Poetry** 3 credits
In this course students will read and evaluate a variety of poems and poets, review the technical aspects of poetry, and investigate poetic conventions. Central to the course is the sharing of students' own creative efforts in writing

workshops, thus providing the production of a body of original verse. Issues of craft, technique, and creative process will be considered.

Prerequisite: ENG250 or permission of instructor.

ENG252: Creative Writing: Fiction 3 credits

This course is designed to guide students through both the creative and practical aspects of fiction writing, strengthening their awareness of the craft of fiction. Critiquing the work of contemporary novelists and short story writers constitutes an important part of the course.

Prerequisite: ENG250 or permission of instructor.

ENG253: History of Cinema 3 credits

The study of the history of motion pictures from their inception in the late 19th century to the present. Emphasis is placed on major directors, films, social and cultural developments, and aesthetic movements that have contributed to the evolution of cinema. Students will also learn the terminology and concepts necessary for the intensive study of film.

ENG254: Writing for Professionals 3 credits

Designed for the non-literature major, this course emphasizes the various types of writing and speaking that equip college graduates for success in business and the professions. Students write a variety of business documents, including memoranda, business letters, resumes, and proposals.

ENG256: Writing for Public Relations 3 credits

This course provides students with a comprehensive overview of the principles and practices of public relations. Students learn strategies for writing press releases, media kits, and other essential documents; for developing public relations campaigns; and for handling media relations.

Prerequisite: ENG271.

ENG265: Media and Culture 3 credits

Foundation Course required of all English Communications Majors and Minors.

This course provides students with an overview of the role the media plays in an increasingly complex global society and with an introduction to media theory and history. Over the course of the semester, students explore the role and power of media in influencing social values, political beliefs, identities, and behaviors. Media discussed include newspapers, magazines, film, advertising, radio, television and the Web.

ENG267: Introduction to Television Studies 3 credits

Television in American culture is an art form, a commercial industry, a social force, and a source of entertainment. In this course, students will learn the vocabulary needed to analyze television forms and apply this knowledge to programs and practices from television's early years to its contemporary digital transition. Additional topics may include the role of the audience, television's role in social change, and the impact of television's commercial structure.

ENG271: Introduction to Media Writing 3 credits
Foundation Course required of all English Communications Majors and Minors.

In this introduction to the basic skills involved in recognizing, gathering, and writing news, students learn the fundamentals of interviewing, researching, and writing for print, broadcast, and online delivery. The course is excellent preparation for work in newspapers, magazines, public relations and online media.

ENG273: Multimedia Storytelling for Print and Broadcast 3 credits
Foundation Course required of all English Communications Majors and Minors.

Students in this course will learn to use a variety of digital tools to gather and edit audio and video in the service of skillful storytelling and reporting. Projects may include photo slideshows, blogs, podcasts, and multimedia news and feature stories. The emphasis of the course is on storytelling rather than technology. The skills developed in the course will be of use to those who contemplate careers in print, broadcast, and online news and information as well as in public relations.
Prerequisite: ENG271.

ENG281: Advanced Composition 3 credits
Required of all English/Secondary Education Majors.

Students in this course will build on their earlier writing experience. Appropriate diction, syntax, organization, and style will be studied and practiced. Class discussions of assigned readings and students' writing will be integral. This class is excellent preparation for student teaching and for serving as a writing tutor.
Prerequisite: ENG150.

ENG303: History of the English Language 3 credits

This course traces the history of English from its roots in Indo-European to its current status as the world's first global language. Special emphasis is given to those societal and cultural forces that shaped and continue to shape the language. Weekly readings keep students informed about the latest debates, developments, and trends regarding such aspects of language as usage, grammar, syntax and word formation.

ENG313: The American Literary Renaissance 3 credits

The literature of the American Renaissance took shape before the Civil War as debates about nationalism, slavery, women's rights, and industrialization raged. This course examines the way the works of authors such as Washington Irving, James Fenimore Cooper, Catharine Sedgwick, Edgar Allan Poe, Nathaniel Hawthorne, Margaret Fuller, Walt Whitman, Harriet Beecher Stowe and Emily Dickinson reflect the preoccupations of the period. *Cross-listed with AST315.*

**ENG314: Realism and Naturalism in Nineteenth-Century
 American Literature** 3 credits

The Civil War marks a major transition in the vision of American writers. After a preliminary study of American romanticism, this course examines major and minor writers and theories of realism and naturalism within their historical and cultural contexts. Authors may include Mark Twain, Louisa May Alcott, Theodore Dreiser, William Dean Howells, Henry James, Mary Wilkins Freeman, Charles Chestnutt, W.E.B. DuBois, Kate Chopin, and Edith Wharton. *Cross-listed with AST314.*

ENG315: The Harlem Renaissance 3 credits

In the first half of the twentieth century New York City was the center of a remarkable African-American movement that came to be known as the Harlem Renaissance. Writers, thinkers, artists, and musicians from all over the country gathered in this vibrant section of Manhattan to live and work, and such dynamic figures as Langston Hughes, Zora Neale Hurston, Alain Locke, Countee Cullen, Duke Ellington and Jacob Lawrence changed the face of American culture. In this interdisciplinary course, students will read the literature, study the philosophy, hear the music, and view the artworks of this exciting period in American history.

ENG320: The Art of Nonfiction 3 credits

Writers have built literary reputations on the production not just of fiction but nonfiction as well, including social and political commentary, biography, autobiography, memoir, travel narrative, and humor. This course will examine the eloquent and powerful works of past and present masters of nonfiction and rhetoric and consider how they honed their craft. The course will also consider what distinguishes literary nonfiction and how writers of nonfiction may employ techniques of fiction-writing effectively and ethically.

ENG321: British Literature from Beowulf to Everyman 3 credits

British literature from its inception in Anglo-Saxon times to the end of the medieval period will be studied in light of the historic, linguistic, and cultural forces that gave it shape. Works studied will include Old English heroic and religious poetry; the medieval romance, religious allegory, and popular ballad; selections from the works of John Gower, William Langland, Geoffrey Chaucer and the Pearl Poet; and the mystery cycle plays and moralities.

ENG322: Literature of the English Renaissance from Wyatt to Marvell 3 credits

The late 15th and early 16th centuries in England is one of the most remarkable artistic and cultural periods, producing authors of remarkable talent and range. Among the writers this course will study are the poets Thomas Wyatt, Surrey, Philip Sidney, Edmund Spenser, William Shakespeare, John Donne, George Herbert, Richard Crashaw, John Milton, and Andrew Marvell, along with the dramatists Christopher Marlowe, Ben Jonson and John Webster.

ENG325: Studies in Shakespeare 3 credits

Foundation Course required of all English Literature Majors and Minors

While firmly establishing Shakespeare within the social, political, and philosophical contexts of his time, this course also strives to account for Shakespeare's unparalleled impact on succeeding generations. Particular attention is given to the conventions of staging under which the playwright labored and to the myriad ways in which developments in technology can make him more (and sometimes less) accessible to contemporary audiences. Readings are selected from Shakespeare's tragedies, comedies, and histories.

ENG326: Restoration and Eighteenth-Century British Literature 3 credits

England's emergence as a world power at the end of the seventeenth and the beginning of the eighteenth centuries was matched with a proliferation of new

literary forms and developments, including witty urban comedies, trenchant satires, the beginnings of the modern novel, and the rise of women authors. This course will examine the works of such writers as John Dryden, Alexander Pope, Samuel Johnson, Jonathan Swift, Aphra Behn and others.

ENG327: Young Adult Literature 3 credits

This course takes a theoretical approach to canonical and contemporary children's literature. Content is variable, but may include *The Young Adult Problem Novel*, *Dystopian Fiction for the Young Adult Reader*, and *Constructions of Race, Slavery, Class and Gender in Children's and Young Adult Literature*.

Recommended for English/Secondary Education majors.

ENG329: The Inklings: C.S. Lewis, J.R.R. Tolkien and their Circle 3 credits

During the 1930s and 1940s C.S. Lewis, J.R.R. Tolkien and a group of friends and colleagues met regularly in the city of Oxford to discuss literature and to read works in progress. This distinguished group, known as the Inklings, produced some of the most important and most popular literature of the twentieth century. This course will consider such works as Lewis's *Chronicles of Narnia* and *The Screwtape Letters*, Tolkien's *Lord of the Rings*, Charles Williams's *All Hallows Eve*, and Dorothy Sayers's *Gaudy Night*.

ENG330: Literary Landscape of Newport 3 credits

This course spotlights several distinctive nineteenth and early twentieth century Newport authors, their friends, and the places they frequented. Authors to be considered include Henry James, Edith Wharton, and Thornton Wilder. Class readings will be supplemented with bus and walking tours of important Newport sites.

ENG336: The Catholic Imagination in Modern Literature 3 credits

Modern literature has witnessed a remarkable revival of interest in religious and specifically Catholic themes in both the British and American traditions. Both Anglo- and Roman Catholic authors have explored the place and importance of faith in our lives in a wide variety of poems, plays, stories and novels. Among the writers to be considered in this course are C.S. Lewis, J.R.R. Tolkien, T.S. Eliot, Evelyn Waugh, Gerard Manley Hopkins, G.K. Chesterton, Dorothy Sayers, W.H. Auden, Graham Greene, Walker Percy, and Flannery O'Connor.

ENG337: Modern Irish Writers 3 credits

From the drawing room comedies of Oscar Wilde, through the sensuous, lyrical poetry of W.B. Yeats, to the innovative, monumental prose of James Joyce, and the dark absurdities of Samuel Beckett, Irish writers revolutionized, enriched and dominated English Literature for over a century; Irish writers are responsible for a remarkable number of the masterpieces of modern literature. Along with their countrymen and women such as John Synge, Lady August Gregory, and Sean O'Casey, these authors shape subject matter as diverse as the mystical Celtic heritage of their island nation, love requited and unrequited, ironic and subversive commentary on their English neighbors and oppressors, examination of daily existence in both heroic and despairing terms, and investigations into the nature of language itself.

ENG345: Studies in World Literature 3 credits

Studying literatures of other cultures, ages, and nations is a vital complement to the study of English and American literature. In this course students will take a literary world tour across time and space, reading a variety of ancient and modern classics in translation. Texts may range from the epics of Homer and Virgil, to the great nineteenth century European novels of Gustave Flaubert, Leo Tolstoy, and Fyodor Dostoevsky, and the contemporary bestsellers of Isabel Allende and Dai Sijie.

ENG346: Post-Colonial Literature 3 credits

This course will cover a variety of literary texts that (a) shaped the British Empire's worldview and created a British aesthetic to accommodate colonial expansion, and (b) challenged the presumptions and the very foundations of imperialism. Post-colonial theory (e.g. Edward Said, Gayatri Chekravorty Spivak, and Franz Fanon) will provide a framework for students' exploration and analysis of literature. Readings may include Joseph Conrad, Jane Austen, E. M. Forster, Wole Soyinka, Salman Rushdie, and Latifa Al-Zayyat.

ENG349: Literature from the Middle East 3 credits

In this course students will study the literature of major contemporary writers from the Middle East. They will examine this literature through the lens of several categories of analysis, including gender, nationalism, post-colonialism, and globalism. The course will also introduce students to key literary trends in the recent history of the Middle East.

ENG350: Special Topics in Creative Writing 3 credits

This course is offered periodically with varying content: examinations of craft and form, reading and writing in specific areas, such as the prose poem, short story, memoir, biography, hybrid forms, or approaches to creative writing not otherwise provided in the workshop format.

Prerequisite: ENG250 or permission of instructor.

ENG355: Case Studies in Public Relations 3 credits

This advanced public relations course uses a case studies approach to examine critical issues and developments in the field of public relations. Topics could include crisis communications, identity and reputation management, public relations for nonprofit groups, corporate communications challenges, and others. Students will learn to apply advanced public relations theories and techniques.

Prerequisite: ENG256.

ENG356: World Cinema 3 credits

This course investigates nation and identity in films that are approached in their specific cultural, historical, and theoretical terms. It includes the study of international film movements, individual directors, and comparisons between national cinemas.

ENG357: Editing and Publishing 3 credits

From online content curation and copyediting to publication design and story selection, today's editors take on any number of tasks. This course provides

students with the foundation skills in editing needed for work in public relations, online and print news, magazines, and book publishing. The course covers both the macro issues (such as working with authors, commissioning articles, navigating legal and ethical issues) and micro issues (proofreading and copyediting, line editing, fact-checking, using AP style) facing editors today.

Prerequisite: ENG271 or permission of the instructor.

Co-requisite: with ENG095: *Grammar and Punctuation for Editors*.

ENG358: Global Media

3 credits

This course takes as its subject the globalization of media production, distribution, and reception, and the development of global media systems. The focus of the course may change from semester to semester with possible topics including global media and social justice, women's issues in global media, the global film industry, media and migration, and media and cultural identities.

Prerequisite: ENG265 or junior standing.

ENG360: Social Media Strategies

3 credits

Social media platforms like Facebook, Twitter, Tumblr, Pinterest, and LinkedIn are changing the way journalists, editors, public relations specialists, and other communications professionals are doing business. This course examines the ways in which both familiar and emerging social media tools are being used to distribute content, connect with communities, increase web traffic, track online reputations, and boost brand identities. Emphasis is on communications strategies and theories of social networking as they pertain to real-world challenges in publishing and public relations and on writing for both established and niche platforms.

Prerequisite: ENG265 or junior standing.

ENG367: Reality Television

3 credits

Often derided as just trash television, reality TV deserves serious study for what it can tell us about contemporary media industries and for how it may shape our society. This course considers the ethics, economics and educational potential of the popular genre. Our analysis of contemporary and "classic" reality programs will draw on readings exploring key issues in media studies including political economy, ideology and genre theory.

Prerequisite: ENG265 or junior standing.

ENG368: Media and Gender

3 credits

Media representations of gender are complex and always shifting. From magazines to video games, from niche cable networks to "chick flicks" and "bromances," stereotypical ideas of what it means to be a man or a woman abound in mainstream media. Understanding gender as a continuum of performed identities rather than a fixed biological category, this course will examine how media texts circulate powerful (and often harmful) ideas about masculinity and femininity. Analysis of media texts both contemporary and historical will give students practice with close reading strategies drawn from semiotics, feminist criticism, and cultural studies, among other theoretical perspectives. Topics to be addressed may also include employment trends in the media industries, gendered differences in media use, and the media's role in challenging restrictive gender norms.

Prerequisite: ENG265 or junior standing.

ENG370: Arts and Entertainment Writing and Reporting 3 credits

This specialized course will explore the skills and techniques needed in the field of arts reporting and criticism. Through reading, writing, and discussion, students will refine both their writing and reporting skills and their own critical sensibility. Projects could include film, book, theater, and dance reviews; profiles of artists and art organizations; opinion pieces and columns. Fields to be considered include film, music, popular culture, television, dance, and theater or visual arts.
Prerequisite: ENG273 or permission of the instructor.

ENG371: Feature Writing 3 credits

Magazine feature writing is a craft that involves creativity, imagination, style and substance. Students in this class become familiar with the magazine industry and the current market for feature articles while developing their own writing and reporting skills. Projects for the class may include how-to stories, list articles, personality profiles, and trend pieces.
Prerequisite: ENG273.

ENG373: Advanced Multimedia Reporting 3 credits

Building on foundational skills in audio and video storytelling, this course teaches students strategies for in-depth reporting for multimedia. Projects will emphasize field reporting, interviewing, and editing for story structure. Through analysis of online video and broadcast news, we'll explore how the pros make complex stories accessible and engaging for viewing audiences and then apply these techniques to independent projects packaged for the web.
Prerequisite: ENG 273.

ENG374: Advertising and Consumer Culture 3 credits

Madison Avenue does more than sell products: It sells lifestyles and dreams, values and beliefs. Using a cultural studies approach to media, students will learn critical approaches to analyzing advertisements and will be introduced to the history of the modern advertising industry in relation to the expanding media landscape. Advertising controversies and methods, developments in social media advertising, and international advertising campaigns will also be studied.
Prerequisite: ENG265 or junior standing.

ENG397: Special Topics in Film 3 credits

This seminar will provide the advanced student the opportunity to do intensive work in Film Studies. Topics vary, and may include the study of genre, individual directors, or themes/issues.

ENG398: Special Topics in Literature 3 credits

This seminar will provide the advanced student the opportunity to study a particular author, period, genre, or topic.

ENG399: Special Topics in Communications 3 credits

This seminar will provide the advanced student the opportunity to do intensive study of a major issue in communications and media. Topics may include, but are not limited to, media and social justice; women's magazines; television studies; censorship; media and politics; wartime journalism; crisis communications; and media research methods.

ENG410: British and American Novels after 9/11 3 credits
This course studies significant American and British novels published after the millennium. Often haunted by the events of 9/11, these novels grapple with the moral and ethical dilemmas occasioned by the realities of our rapidly changing world.

ENG412: Seminar in Major Authors 3 credits
Students will give concentrated attention to the work of significant literary figures from different eras, considered either individually or in small groups. Course content will vary by instructor, but may include, for example, Geoffrey Chaucer, John Milton, Charles Dickens, Jane Austen, William Faulkner, Ernest Hemingway, Toni Morrison, Salman Rushdie, and Margaret Atwood.

ENG451: Advanced Creative Writing Workshop 3 credits
This course is offered for minors concentrating in Creative Writing. Each student will undertake a manuscript of poems, fiction, or literary nonfiction.
Prerequisite: ENG251 or ENG252, or permission of instructor.

ENG452: Issues in New Media 3 credits
This course introduces students to critical perspectives on the rapidly shifting field of Internet communication. Students will explore both utopian and dystopian strains of thought among media scholars regarding the theorized impact of Internet communication on identity, community, and democracy. By applying these perspectives to contemporary practices such as social media marketing or crowd-sourced journalism, the course will prepare students to make ethical professional decisions and become more engaged global citizens. While this course will not focus on technological skills, assignments may fuse multimedia components and traditional written work.
Prerequisite: ENG265 or permission of instructor.

ENG480: Public Relations Campaigns 3 credits
This course gives students the opportunity to apply the foundation skills learned in other communications courses to the development and implementation of a real-world public relations campaign. Working with a local client, students will research, set objectives, and identify strategies and tactics for a short-term campaign that they will then implement.
Prerequisite: ENG256 or permission of instructor.

ENG489: Critical Writing and Research 3 credits
Foundation Course required of all English Majors.
An intensive preparation for research-based and in-depth writing projects, this course provides students with opportunities to explore different theoretical perspectives, improve their skills in research methods and to refine their writing style.
Prerequisite: Junior English major.

ENG490: Senior Research/Seminar 3 credits

Foundation Course required of all English Majors.

Each student will select a topic or a writer for study and research. The seminar sessions will meet regularly for the presentation and critique of students' progress. Each student is expected to produce a significant research paper and make an oral presentation and defense.

Prerequisite: ENG489.

ENG491: Internship 3 credits

Foundation Course required of all Communications Majors.

Interns work under supervision at local and area newspapers and magazines, public relation firms, non-profit agencies, advertising agencies, and television and radio stations. Literature majors may take this course once for credit toward the major.

Prerequisite: Senior standing or permission of the department chair.

ENG496: Film Theory 3 credits

This course concentrates on film theory either as a general overview or focus on certain theoretical approaches, such as auteur studies, postmodernism, feminism, spectatorship, and post-colonialism.

Prerequisite: Junior or senior standing or permission of the instructor.

ENG499: Independent Study 3 credits

Students with compelling reasons may participate in independent study under the direction of a member of the English faculty.

Prerequisite: Students must apply to the department chair.

One-credit Workshop**ENG095: Grammar and Punctuation for Editors** 1 credits

This course will provide students with in-depth work on grammar and punctuation skills needed to be effective editors.

Co-requisite ENG357: Editing and Publishing.

English for Academic Purposes Program

At Salve Regina University, English as a second language is offered through the English for Academic Purposes (EAP) program, which is designed for degree-seeking students who have TOEFL scores of 500-550 (paper-based test), 173-213 (computer-based test), or 61-80 (Internet-based test). The purpose of the EAP program is to provide the language and cultural support necessary for success in academic and student life. Small class sizes and a committed faculty help create a friendly environment that promotes active learning. The EAP program emphasizes participation in social, cultural and educational events and involvement with the campus community, which helps to ease the transition into American culture.

As part of the Academic Development Center, the EAP program is dedicated to providing language tutoring and resources that address the specific needs of the students who are non-native speakers of English. Experienced and supportive tutors are available for both occasional and regularly scheduled academic assistance.

Core Curriculum Language Requirements

All Salve Regina University students are required to complete course work in English and in a foreign language. International students fulfill the language requirements in the core by demonstrating competency in English through a combination of English and English for Academic Purposes (EAP) courses. All students are required to complete EAP103 and EAP104, or EAP111 and EAP112. All students, including those holding an International Baccalaureate, will be required to take the core and core complement English courses. EAP courses do not fulfill the English literature core curriculum requirement.

English for Academic Purposes Program

EAP103: Academic Communication Skills

3 credits

Core Complement Course in Foreign Languages for EAP students

The focus of this course is to strengthen students' English language skills, primarily in listening and speaking in academic settings; however, reading and writing skills will also be integrated into the course. The goal is to increase fluency in English in order to be successful in academic studies and social interactions. Students will also enhance their study skills, cross-cultural awareness and conversation skills by completing various in-class activities and homework assignments. This course is open to undergraduate students who are non-native speakers of English.

Prerequisites: TOEFL score between 500 and 550 (paper-based test), 173-213 (computer-based test), and 61-80 (Internet-based test).

EAP104: Advanced Communication Skills 3 credits*Core Complement Course in Foreign Languages for EAP students*

The focus of this course is to strengthen students' oral communication skills in English that are essential to academic success in higher education. Students will increase fluency by preparing for and participating in academic and cultural discussions, completing listening/speaking projects, and by reflecting on ways to increase intercultural communication. Students will also enhance their study skills, cross-cultural awareness and conversation skills by completing assignments. This course is open to undergraduate students who are non-native speakers of English.

Prerequisites: EAP103 or permission of the EAP coordinator

EAP111: Academic Research and Writing 3 credits*Core Complement Course in Foreign Language for EAP students*

This course will focus on strategies for academic research and varieties of expository writing for different audiences and situations. Students will improve their proficiency in the English language by developing effective styles of writing paragraphs and essays, culminating in a final research project. They will also expand their understanding of grammatical structures and academic vocabulary. Weekly individual work with a tutor in the EAP program or at the Writing Center is required.

EAP112: Academic Writing in the Disciplines 3 credits*Core Complement Course in Foreign Languages for EAP students*

This course will focus on strategies for research, reading, and writing in various academic disciplines. Students will improve their proficiency in the English language by developing effective styles of writing essays, analyzing texts, and using appropriate forms of MLA/APA citations. They will also expand their understanding of grammatical structures and academic vocabulary. Weekly individualized work with a tutor in the EAP program or at the Writing Center is required.

Prerequisite: EAP111 or permission of the EAP coordinator.

EAP399: Special Topics 1-3 credits

Special Topics courses are offered to supplement the educational experience with unique courses that are not part of the normal course offerings.

Environmental Studies

Coordinator: Jameson F. Chace, Ph.D.

The B.A. degree in Environmental Studies exposes students to the broad range of issues that arise from the interaction of humans with the natural world, and to the tools required to understand and solve environmental problems. Climate change, water pollution, habitat loss, biodiversity decline, acid rain, and endocrine disruption are examples of recent environmental problems that require interdisciplinary thinking that crosses existing disciplinary boundaries. The tools required to address these problems are, by necessity, transdisciplinary and include fields such as natural resource management, land use planning, cultural, historic, and nature preservation, population, cultural and international studies, and ethics. Consequently, Environmental Studies is an interdisciplinary program, taught by faculty from across the University.

The major consists of 62-63 semester hours, including 20 courses, five of which fulfill core curriculum requirements, drawn from math and science, policy, ethics and society, and preservation. These courses are followed by student-directed research leading to a thesis in the senior year. The Environmental Studies major encourages students to address real-world problems through research, internships and field study.

Salve Regina University is uniquely poised to offer the environmental studies major because of our mission to be stewards of the earth, the talents of our faculty, the obvious connection with its beautiful surroundings, its geographic proximity to fresh and saltwater bodies, forests and farmland, and collaborations with local and regional groups, such as the Atlantic Division of the EPA, the R.I. Department of Environmental Management, Graduate School of Oceanography of URI, and the Aquidneck Land Trust.

Major in Environmental Studies (B.A.)

Required Environmental Studies foundation courses (66 credits):

Math and Science core

| | |
|--|---|
| STA201: Statistical Methods | 3 |
| BIO140: Humans and Their Environment..... | 3 |
| BIO104L: Humans and Their Environment Lab..... | 1 |
| BIO111: General Biology I (pre-req for BIO260, BIO310) | 4 |
| BIO260: Marine Biology | 4 |
| BIO255: Conservation Biology | 3 |
| BIO310: Ecology | 4 |

Policy core

| | |
|--|---|
| POL120: Introduction to Politics | |
| or HIS113: History of the United States to 1877 | |
| or HIS114: History of the United States since 1877 | 3 |
| POL213: Global Environmental Politics | 3 |
| MGT385: Environmental Management-Quality Systems (ISO9000/ISO140000) | 3 |
| <i>Two Economics electives:</i> | |
| ECN101 and ECN102 or ECN102 and ECN105 | 6 |

Ethics and Society core

| | |
|--|---|
| RST332: Christianity, Ethics and Environment | 3 |
| ENV434: Environmental Justice | 3 |
| SOA120: Social Problems | 3 |
| SOA272: Population Studies | 3 |

Preservation core

| | |
|---|---|
| CHP301/AST301: American Architecture Survey | 3 |
| CHP311: Landscape History and Interpretation | 3 |
| GST450: Capstone Experience (Environmental Focus) | 3 |
| BIO390: Environmental Science Internship | 3 |
| ENV497: Undergraduate Research | |
| or ENV499: Independent Study | 3 |
| ENV400: Senior Thesis | 3 |

Environment Studies Courses**ENV434: Environmental Justice** 3 credits

This course explores global environmental issues from a social justice perspective. The foundation of environmental justice is built on the premise that all people, regardless of race, class, gender, ethnicity, and economic capacity have a right to a clean and safe environment, and access to adequate natural resources. Global implications of environmental injustices are explored, and reasonable policy initiatives to correct the disparities are discussed and evaluated.

ENV497: Undergraduate Research 3 credits

This course provides in-depth investigation of a specific topic in Environmental Studies that involves data collection, analysis, interpretation, and written presentation. Topic will be determined by faculty member who is acting as research adviser.

ENV499: Independent Study 3 credits

This supervised study is intended to permit individual students to examine a subject that is not offered in the regular curriculum.

ENV400: Senior Thesis 3 credits

Directed research and writing of the senior thesis. Thesis papers must be approved by the Environmental Studies coordinator no later than the conclusion of the preceding semester.

Prerequisite ENV497 or ENV499 the preceding semester.

General Studies Courses

General Studies courses are designed to expose students to a variety of perspectives and to equip them with critical reading, thinking, and evaluative skills that will help them grapple with the constant change and complex problems that characterize contemporary life. At Salve Regina University they include a variety of courses that transcend or integrate the usual discipline-based courses. They are typically open to or required of all students, regardless of major specialization. Required General Studies courses include the New Student Seminar (GST110) and the framing portal and capstone courses in the Core Curriculum (GST150 and GST450).

General Studies Courses**GST110: New Student Seminar** 1 credit

The New Student Seminar is a one-credit course designed to help students develop the skills, knowledge, and attitudes—both academic and social—that are crucial to success in college and for active participation in the larger community. Students encounter topics that emphasize academic exploration and goal setting, strategic learning, wellness, and interpersonal relations/social intelligence. Students discuss the meaning and advantage of a liberal arts education, the significance of the University Mission and they begin to actively live the Mission through service learning.

The seminar also introduces students to Salve Regina and the Newport community and includes activities to integrate them and keep them connected. Students are encouraged to explore wellness issues in the areas of intellectual, spiritual, emotional, social/cultural, physical, and life planning and to move forward as integrated/holistic lifelong learners. A faculty or staff member serves as the course instructor and a student mentor co-facilitates the seminar to provide a student's perspective of campus life at Salve Regina University.

GST111: Feinstein Enriching America Program

Graduation requirement for all students

The Feinstein Enriching America Program introduces students to opportunities for community service and encourages continuing participation in community service throughout college. As part of the Feinstein Enriching America Program, all undergraduate students complete 10 hours of community service. Normally, this is introduced in the New Student Seminar. Completion of the 10 hours of service must be documented in the Office of Community Service. The inclusion of GST111 on the student transcript indicates the completion of this graduation requirement.

GST113: Transfer Student Seminar 1 credit

The Transfer Student Seminar is a one-credit course that seeks to integrate transfer students into the Salve Regina academic and social community and introduce students to the University Mission. Within the span of seven weeks, students explore the “human side” of significant contemporary issues that intersect their lives as citizens of the United States and of the world. By the end of the course, students should understand what makes Salve Regina University unique as an academic institution, rooted in the liberal arts and dedicated to the promotion of a world that is “harmonious, just, and merciful.” Supported by the course instructor and student mentor, students learn about the University community, including the exploration of majors and courses, using the library and other academic support services effectively, and getting involved with student clubs and organizations.

GST130: Mentor Practicum 1 credit

This seminar is taken in conjunction with participation in the First Year Experience Student Mentor Program. In addition to co-facilitating a New Student Seminar in the fall, the mentor participates in a one-credit Mentor Practicum seminar. The Practicum provides support, training, debriefing, and updates.

GST140-GST141: Resident Assistant Training I-II 1, 1 credit

In this course students will learn how to develop and lead a student-centered community in a contemporary college residence hall setting. This is accomplished through the participation in fall, winter and spring RA training workshops, classroom discussions, textbook readings, class projects, and experiential learning. In addition, basic human development theory, counseling, assertiveness and leadership techniques are also discussed and practiced. This course is a one credit per semester class and is graded pass/fail.

Prerequisite: Must be hired as a Resident Assistant.

GST150: Portal: Seeking Wisdom 3 credits*Common Core Requirement*

First-year students at Salve Regina University are beginning a journey toward a lifetime of learning and responsible citizenship in a global context. This portal course helps begin that journey, one which requires both liberal arts skills and a commitment to explore perennial moral and spiritual questions faced by humanity. Throughout history and across cultures, human beings have attempted to answer these great questions in images, ideas, and actions. Using a text-based, writing intensive approach, this course will enable students to enter into dialogue with some of the most powerful and provocative answers ever given, answers that for many have been doors to wisdom. In the process, students will join their fellow human beings across time and cultures in this search for wisdom.

GST300: Study Abroad 12 credits

Registration indicates that a student is participating in a University-approved, full semester, study abroad program. Credit value indicates full-time status and may not reflect actual credits attempted or earned at the host university.

GST399: Special Topics 1-3 credits

Special Topics courses are offered to supplement the educational experience with unique courses that are not part of the normal course offerings.

**GST450: Capstone Experience: Living Wisdom,
Contemporary Challenges** 3 credits*Common Core Requirement*

As the capstone of the University's core curriculum, this course is focused on the theme of "the common good," and encourages students to integrate their undergraduate experience and look toward their future with thoughtfulness, sensitivity, and openness. Using the liberal arts skills of critical reading, discussion, analysis, and writing, this course will challenge students to address issues of personal development as well as social concerns in ways that reflect the mission of the University. Required readings will engage personal, social, philosophical and religious themes.

Prerequisites: PHL220 and RST210, senior standing.

One-Credit Workshop**GST084: Tutoring in the Disciplines: A Workshop for
ADC Subject Tutors** 1 credit

Global Studies

Coordinator: Debra Curtis, Ph.D.

While globalization is not a new phenomenon, over the past thirty years the world has become increasingly more globalized and interconnected. To prepare students for a dynamic and changing world, Salve Regina University offers an interdisciplinary major in Global Studies.

Students in the major take courses in a variety of different areas, in part to develop the ability to understand the world and solve problems from multiple perspectives. Students have the opportunity to learn about a broad range of issues and gain the skills necessary for understanding how globalization affects trade, cultures, politics, and the environment.

Major in Global Studies (B.A.)

Students majoring in Global Studies must complete 9 foundational courses (25 credits) and at least four courses within a concentration (12 credits). Students are also required to spend one semester abroad and by the end of their senior year, students must demonstrate intermediate proficiency in a foreign language.

Required courses (25 credits)

| | |
|---|---|
| GLO100: Introduction to Global Studies | 3 |
| ECN101: Macroeconomics..... | 3 |
| HIS265: Modern Global History | 3 |
| POL240: Comparative Politics | 3 |
| PHL260: Ethical Issues..... | 3 |
| PSY290: Cross-Cultural Psychology..... | 3 |
| SOA130: Anthropology: Interpreting Cultural Differences | 3 |
| GLO401: Global Studies Capstone I..... | 3 |
| GLO402: Global Studies Capstone II..... | 1 |

Thematic or Regional Concentration (12 credits)

Students must take at least 4 courses from one of the 4 concentration options below. Concentrations should be chosen by the end of sophomore year and before selection of the study abroad program. Students are encouraged to choose a study abroad program that allows them to take courses that complete or complement the concentration. With approval GLO399 Special Topics courses, GLO499 Directed Study and/or GLO 491 Internship can be used to fulfill concentration requirements.

Socio-cultural Identities: At least 4 of the following:

- ART212: Art Beyond the West
- ART352: Art, Aesthetics, Cultural Value
- ECN314: Comparative Economic and Political Systems
- ENG205: Contemporary Global Literature
- ENG265: Media & Culture
- ENG346: Post-Colonial Literature
- ENG349: Literature from the Middle East
- ENG356: World Cinema
- ENG358: Global Media
- FRN305: French Culture & Civilization
- FRN311-FRN312: Survey of French Literature I & II
- RTS381: Engaging the Jewish Experience
- RTS382: Engaging the Muslim Experience
- RTS383: Engaging the Hindu Experience
- RTS384: Engaging the Buddhist Experience
- SOA200: The Social Fabric
- SOA230: Gender & Sexuality: Cross-Cultural Perspectives
- SOA250: Children: Global Perspectives
- SPA300: Latin American Culture & Civilization
- SPA321: Spanish Culture & Civilization
- SPA390: Masterpieces of Spanish Literature

SPA411: Masterpieces of Latin American Literature
SPA421: The Hispanic Caribbean
SWK410: International Social Work

International Development: At least 4 of the following:

BIO255: Conservation Biology
BIO275: Tropical Biology
BIO310: Ecology
ECN110: Economic Geography
ECN314: Comparative Economic & Political Systems
ECN415: Economic Growth & Development
ENV434: Environmental Justice
ENG358: Global Media
HIS202: Europe 1914-1990's
HIS 309: Modern Russia
HIS340: History of Warfare
HIS415: Modern American Foreign Policy
POL213: Global Environmental Politics
POL330: Politics of Developing Nations
POL420/ECN420: Political Economy & Industrial Societies
RTS332: Christianity, Ethics and the Environment (RTS 210)
SOA272: Population Studies
SOA335: Global Capital
SWK410: International Social Work

Regional Concentration:

Students design a concentration program of at least 4 courses with content focused on a single geographic region. Must match program goals. Requires pre-approval. Students are encouraged to take courses on study abroad that contribute to and complement the concentration. Language acquisition courses used to fulfill the intermediate language proficiency requirement may not be used to fulfill the regional concentration. Advanced language courses or language courses in a third language taken above and beyond the major's language requirement may be used to fulfill regional concentration with approval.

Example:

POL332/HIS332: Contemporary Middle East
RTS382: Engaging the Muslim Experience
Special Topics in Global Studies or English Contemporary Arabic Women Writers
"Business & Economics in the Arab World"
(Taken on Study Abroad—Rabat, Morocco)

Mercy Critical Concern Concentration

Students design a concentration program of at least 4 courses that examine one of the Mercy critical concerns from a global and inter-disciplinary perspective. The critical concerns are Immigration, Earth/Environment, Identity, Non-Violence, Women and Racism. Must match program goals. Requires pre-approval. Students are encouraged to take courses on study abroad that contribute to and complement the concentration.

Example (Women):

SOA230: Gender and Sexuality: Cross Cultural Perspectives

RTS310: Women in the Christian Tradition

“Changing Role of Women in China” (Taken on Study Abroad—Shanghai, China)

Foreign Language Study

Majors must be able to read, write, and speak at an intermediate level of proficiency in a language other than English demonstrated by completion of SPA204, FRN201, FRN203, ITL204 or an equivalent course in these or other languages offered as part of a study abroad program or through the Association of Independent Colleges and Universities of Rhode Island (AICU Rhode Island) Language Consortium. During their study abroad programs, majors are required to study the native language of their study abroad destinations if the native language is not English. This requirement is waived for native speakers of languages other than English who decide to work on issues related to a region/problem in which they would not need further language study. Courses taken abroad may fulfill the language requirement with the approval of the Chair of the Modern Languages department.

Study Abroad

Global Studies majors will take part in a minimum of one semester of structured international experience (study abroad, service learning, internship) framed by pre-departure and re-entry reflective requirements. The study abroad semester can be used to fulfill course requirements in the major, core complements, language requirements and/or concentration requirements. The program of study should be chosen carefully in conjunction with the Study Abroad Coordinator and Academic Advisor and requires prior approval. Careful consideration should be given to the student's chosen concentration and language background as well as to the global issue(s) of specific interest to the student. The study abroad experience will provide an opportunity to further explore global issues in local contexts. These experiences will be integrated into the senior capstone project.

Minor in Global Studies

Students completing a minor in global studies take a minimum of 15 credits.

Required courses:

GLO100: Introduction to Global Studies

Three additional courses chosen from the required courses listed above

Minimum of three credits taken during a study abroad program

Study abroad programs for the minor are designed in consultation with advisers from the Office of International Programs.

Global Studies Courses

GLO100 Introduction to Global Studies 3 credits

This course provides an introduction to concepts and analytical methodologies from the interdisciplinary field of Global Studies. The goal of this course is to develop the skills needed to understand and address complex problems that relate to global interconnectedness. The course examines peoples and cultures, trends, problems, and opportunities in globalization, international politics and organizations, and the natural environment from multiple disciplinary perspectives. Open to non-majors. Offered every spring semester.

GLO399: Special Topics 3 credits

Courses offered on a variety of topics related to the major.

Global Studies Capstone

The Global Studies capstone is the culminating experience of the major. It requires students to apply the academic and practical education they have received over the course of their studies. The capstone will be conducted over the course of the senior year, after the completion of the study abroad semester.

GLO401: Global Studies Capstone I 3 credits

In the fall semester, students will enroll in GLO 401, a course in which they will develop a research-based project that is problem solving-oriented, addresses a global issue at the local level, includes a review and synthesis of relevant scholarly literature, and integrates the experiences and knowledge gained during the study abroad program. The project will focus on a topic that demonstrates the interdependency of the global and the local, with “local” applying to either the locale of the study abroad program, Rhode Island, or both. Projects must deliver a defined outcome with a measurable impact and incorporate leadership, communication, organization, and problem-solving skills.

Prerequisites: Senior Status, Global Studies Majors, Semester Study Abroad completed.

GLO402: Global Studies Capstone II 1 credit

In the spring semester, students will enroll in GLO402, a course in which their capstone projects will be publicly presented.

Prerequisites for GLO401 & GLO402: Senior status. Global Studies majors only. Study Abroad semester completed.

GLO499: Directed Study 3 credits

GLO491: Internship 3 credits

History

Department Chair: John Quinn, Ph.D.

The Department of History Department strives to increase students' understanding of the past in order to give them a better perspective on the contemporary world. The Department also seeks to acquaint students with the methods employed by historians in interpreting sources and utilizing primary and secondary materials.

The department emphasizes American and European History but requires its majors to take non-Western History courses as well in order to prepare them for life in our present multicultural society. Students pursuing a double major in Secondary Education and History take a mixture of classes in American, European and non-Western History.

Through its emphasis on research, writing and analysis, History prepares students for a variety of careers. In addition to positions in education, History majors pursue graduate studies and law school and find employment in fields such as government, museum studies and business.

The department recognizes the value of foreign study and encourages its majors to study abroad for a semester or for a short term if possible. In addition, History majors are encouraged to complete credit-bearing internships at local museums, libraries or historical societies.

Students may apply three history courses in transfer to a History major and two to a History minor. History majors and minors are required to maintain a 2.0 average in their History courses.

Major in History (B.A.)

The History major chooses a concentration in either American History or Modern European History and takes a minimum of 11 History courses, eight at the 200-level or above, and one Cultural and Historic Preservation course (37 credits).

Required courses:

| | |
|---|---|
| HIS270: The Historian's Craft..... | 3 |
| HIS390: Historical Research Methods | 3 |
| HIS490: Senior Seminar..... | 4 |
| One non-Western history elective | 3 |
| One CHP elective | 3 |

European History Concentration*Required courses:*

| | |
|--|---|
| HIS113: History of the United States to 1877 or HIS114 History of the United States since 1877 | 3 |
| HIS201: Europe 1789-1914..... | 3 |
| HIS202: Europe 1914-1990s | 3 |
| Minimum of four of the National Histories (12 credits): England, France, Germany, Ireland, Italy and Russia. Seminar paper on European History topic. | |

American History Concentration*Required courses:*

| | |
|--|---|
| HIS113: History of the United States to 1877..... | 3 |
| HIS114: History of the United States since 1877..... | 3 |

Three of the following (9 credits):

| | |
|--|---|
| HIS313/AST313: American Immigrant Experience..... | 3 |
| HIS316/ECN316: American Economic History | 3 |
| HIS322/AST322: Urban America | 3 |
| HIS340: History of Warfare | 3 |
| HIS403: Modern America | 3 |
| HIS415: Modern American Foreign Policy | 3 |
| Minimum of one other American History elective | 3 |
| One European History elective | 3 |
| Seminar paper on an American History topic. | 3 |

Double Major in History and Secondary Education (B.A.S.)

Students choosing a double major in History and Secondary Education take a combination of American, European, and Non-Western history classes (35 credits).

Required courses: (17 credits)

| | |
|--|---|
| HIS103: Western Civilization I..... | 3 |
| HIS113: History of the United States to 1877..... | 3 |
| HIS114: History of the United States since 1877..... | 3 |
| HIS270: The Historian's Craft..... | 3 |
| HIS390: Historical Research Methods | 3 |
| HIS490: Senior Seminar..... | 3 |

- One Geography workshop1
- Two of the following American History courses:6
HIS313, HIS316, HIS322, HIS340, HIS403, HIS415.
- One of the following European History courses:3
HIS201, HIS202, HIS306, HIS308, HIS309, HIS310, HIS311, HIS312.
- One of the following Non-Western courses:3
HIS265, HIS331, HIS332, HIS333, HIS334, HIS336.
- One additional European or non-Western class at the 200-level or above (3 credits).
- Seminar paper on an American or European history topic.

The Department recommends that History and Secondary Education double majors fulfill their Core Complement requirements in Economics/Political Science by taking **ECN101: Introductory Macroeconomics**.

Minor in History

Students completing a minor in History take a minimum of six courses (18 credits).

Required courses:

- HIS113** History of the United States to 1877
- or **HIS114** History of the United States since 18773
- Five elective history courses (15 credits) approved by the department chair, with a minimum of three in one concentration; at least four courses must be at the 200-level or higher.

History Courses

HIS103: Western Civilization I: 500 B.C.-1500 A.D. 3 credits

Core Complement Course in Social Sciences

This course covers political, religious and intellectual developments in Ancient Greece, Rome and Medieval Europe.

HIS104: Western Civilization II: 1500-present 3 credits

Core Complement Course in Social Sciences

This course covers political, intellectual and religious developments in Western Europe from the Reformation through the fall of the Berlin Wall.

HIS113: History of the United States to 1877 3 credits

Core Complement Course in Social Sciences

This survey course covers political, religious, economic and social developments in America from the Jamestown settlement in 1607 through the Civil War and Reconstruction. Special attention is paid to the role Newport played in the Colonial and Revolutionary period.

HIS114: History of the United States since 1877 3 credits

Core Complement Course in Social Sciences

This survey course covers political, religious, economic and social developments in America from the end of Reconstruction till the present day. Special attention is paid to the role that Newport played during the Gilded Age.

HIS201: Europe 1789-1914 3 credits

This course analyzes political, intellectual, and cultural developments in western Europe from the start of the French Revolution until the outbreak of World War I.

HIS202: Europe 1914-1990s 3 credits

This course analyzes the major political, military, and intellectual developments in Europe since World War I. Special emphasis is placed on the totalitarian movements that threatened Europe for most of the 20th century.

HIS225: Introduction to Public History 3 credits

Public History is the interpretation of the past for popular audiences in non-academic settings. This course introduces students to the field of public history, including the subfields of museum studies, archival studies, oral history, historic site interpretation and historic preservation. Expert guest speakers, field trips and case studies expose students to a variety of professional career options. *Cross-listed with CHP225.*

HIS251: Sport in America 3 credits

This course examines the history of sport in the United States in order to better understand American identity. Issues explored include immigration, race relations, religion, class, gender, business, politics and nationalism. Students will have the opportunity to think about how sport mirrors and, at the same time, shapes critical ideas and values in American society. *Cross-listed with AST251.*

HIS265: Modern Global History 3 credits

This course examines episodes since antiquity where the movement of people, the exchange of ideas and goods, as well as the advancement of technology has influenced politics, culture, science, and identities. From the Babylonian Captivity to Marco Polo and the Internet, inter-cultural exchanges have shaped the modern world. Through the reading of primary and secondary sources, the student will gain a greater understanding of globalization, its historic roots, and its modern impact.

HIS270: The Historian's Craft 3 credits

The course examines the scholarly approaches that leading historians have taken to the discipline. It considers how historians analyze and interpret source materials and explores the ethical challenges that they sometimes face. Over the course of the semester, students will visit area archives and conduct research using both primary and secondary sources.

Open to History majors and minors.

HIS297: Special Topics in European History 3 credits

These intermediate-level courses are offered when interest is generated and departmental resources are available.

HIS298: Special Topics in Non-Western History 3 credits

These intermediate-level courses are offered when interest is generated and departmental resources are available.

HIS299: Special Topics in American History 3 credits
These intermediate-level courses are offered when interest is generated and departmental resources are available.

HIS306: Modern Germany 3 credits
This course concentrates on 20th century developments after a brief survey of aspects of German history before 1914 that have had an enduring effect. Special emphasis is given to Hitler and the World War II era.

HIS308: Modern France 3 credits
This course considers the major political, intellectual, and cultural currents in France since 1789. The course first briefly studies the reigns of Louis XIV and Louis XV and then closely examines developments from the French Revolution to the present.

HIS309: Modern Russia 3 credits
This course concentrates on the Soviet Union through its transformation into the Russia of the early 21st century, after a brief survey of those aspects of Russian history from the time of Peter the Great that have had an enduring effect on Russia in the contemporary era.

HIS310: Modern England 3 credits
This course considers the major political, intellectual and cultural developments in England since 1776. The course begins with a brief consideration of the Tudor, Stuart, and Georgian periods and then closely examines English life in the 19th and 20th centuries.

HIS311: Modern Ireland 3 credits
This course considers political, religious, cultural and economic developments in Ireland since 1798. Special emphasis is placed on the violence that has plagued Northern Ireland since the 1960s.

HIS312: Modern Italy 3 credits
This course considers the major developments in Italy since the 1790s. The course begins with a brief account of the early modern period and then examines events of the 19th and 20th centuries, especially the struggle for unification and Mussolini's fascist dictatorship. Attention is also paid to the Italian influx into America and the reception that the immigrants received.

HIS313: American Immigrant Experience 3 credits
An examination of the experiences of the major immigrant groups from the Puritans to the Third World peoples of the present day. The course considers each group's efforts to adapt to America and the ambivalent and sometimes hostile reaction that they received from native-born Americans. *Cross-listed with AST313.*

HIS316: American Economic History 3 credits
From Colonial Jamestown's commercial enterprises in the early 17th century to the global e-commerce of the early 21st century, economic forces have shaped

the American experience. This course surveys the history of economic America from 1600 to the present. It explores the historic origins of economic growth and change, including: Colonial trade and the American Revolution; early manufacturing and westward expansion; slavery and industrialization; labor and unionization; the welfare state; and globalization. *Cross-listed with ECN316.*

HIS320: The American Revolution 3 credits

This course will examine the American Revolution from its origins in the mid-18th century through the ratification of the Constitution. The course will explore such topics as the political, economic, and ideological factors leading to the Revolution; the major battles and military figures of the war for independence; the significance of the American Revolution in the global context; the Revolution's radical impact on America's political and social order; and the legacy of the Revolution within American society and culture as well as Western Civilization. Particular attention will be given to the experience of Rhode Island and Newport during the revolutionary era.

HIS321: America's Civil War 3 credits

The Civil War preserved the Union, ended slavery in America, and modernized the American republic and economy. This course will introduce students to the Civil War era beginning with the economic, social and political origins of the conflict during the antebellum period; continuing with the political, military, diplomatic, and social history of the war years; and ending with an exploration of how Americans remember the Civil War today.

HIS322: Urban America 3 credits

A survey of urban America from the 17th through the 20th centuries that examines the impact of the city upon American history, culture and quality of life. Special emphasis is given to urban developments in the 20th century. *Cross-listed with AST322.*

HIS324: American Political Thought 3 credits

This course traces the great ideas that have shaped the political history of America from its origins in English liberalism to contemporary debates over progressivism. By examining material from political, historical, and literary sources, this course surveys the dominant ideas of each epoch and the moral systems that underpin them. *Cross-listed with POL324.*

HIS331: Contemporary Latin America 3 credits

Central and South America and the islands of the Caribbean are discussed in terms of economic development, political and social reform, the military elite, and church-state relations. *Cross-listed with POL331.*

HIS332: Contemporary Middle East 3 credits

The Middle East is examined as a problem area in international relations. Emphasis is placed upon problems of Arab nationalism, Arab unity, and the economic modernization of representative countries of the region. *Cross-listed with POL332.*

- HIS333: Contemporary Africa** 3 credits
This course is an interdisciplinary approach to the study of independent African states. Attention is directed to the social, geographic, and economic settings; to the colonial experiences; and to the contemporary political situation. *Cross-listed with POL333.*
- HIS334: Contemporary Asia** 3 credits
This course focuses on the modern politics and history of Asia, one of the most important and rapidly changing regions in the world. Special attention is given to China, Japan, and India. Topics include the effects of traditional cultures on modern politics, the rise of nationalism, democracy and authoritarianism, economic change, and international relations in the region.
- HIS336: Vietnam War** 3 credits
The Vietnam War is examined from the perspective of both the Americans and the Vietnamese. After a survey of developments in Southeast Asia in the late 19th and early 20th centuries, the course concentrates on the war of independence from France, the struggle for unification against the United States, and the aftermath of that war into the present.
- HIS340: History of Warfare** 3 credits
The course surveys military history of the United States within a global context from America's colonial wars in the 17th century through the American conflicts in the Middle East in the 1990's. Although this course emphasizes warfare on land, it also includes the study of naval and air warfare. Each American war is examined including major battles and military leaders, the impact of war on society, and the global influence of American military power.
- HIS390: Historical Research Methods** 3 credits
This course helps prepare students for the Senior Seminar (HIS490). Over the course of the semester, students strengthen their research and writing skills and begin working on their thesis topics.
Prerequisite: History majors with junior standing.
- HIS397: Special Topics in European History** 3 credits
These upper-level courses are offered when interest is generated and departmental resources are available.
- HIS398: Special Topics in Non-Western History** 3 credits
These upper-level courses are offered when interest is generated and departmental resources are available.
- HIS399: Special Topics in American History** 3 credits
These upper-level courses are offered when interest is generated and departmental resources are available.
- HIS403: Modern America** 3 credits
This course considers political, social, and economic aspects of American life from World War II to the present. Emphasis is given to cultural change, and the impact of national and international events on the lifestyle of the average American.

HIS415: Modern American Foreign Policy 3 credits

An examination of America's leadership role on the international scene from World War II to the present, with an analysis of the interrelationship of domestic and foreign issues. *Cross-listed with POL415.*

HIS422: American Presidency 3 credits

This course provides an explanation of the institutional and political evolution of the presidency with an emphasis on the nature of presidential power in domestic and foreign affairs. Attention is also given to institutional conflicts with Congress and the Courts. The nature of presidential leadership and personality is also explored. *Cross-listed with POL422.*

HIS490: Senior Seminar 4 credits

This is the capstone course of the History Department. In this class students will sharpen their research, writing and public speaking skills as they complete and publicly present a thesis based on their original research.
Open to History majors with senior standing.

HIS491: Internship 3 credits

Students work for a staff member at a local historical society, library, archive or museum on one or more projects and complete a research paper related to the history of Newport or the subject of their internship.

The internship is open to junior and senior History majors with the permission of the advisor.

HIS499: Independent Study 3 credits

Mathematical Sciences

Department Chair: William Stout, Ph.D.

Mathematics has always been the language of technology and the natural sciences; however, during the past several decades the influence of mathematics has spread to the life, management and social sciences as well. Furthermore, certain concepts inherent to mathematics, for example, respect for cause and effect, logic, honesty in presentation of material and critical thinking, are also at the heart of Western science and have been critical to the development of Western philosophy. Mathematics continues to be one of the greatest cultural and intellectual achievements of humankind. We wish to provide our students with the opportunity to develop an understanding and appreciation of this on-going achievement. The mathematics programs at Salve Regina University support a liberal arts education by providing students a course of study to acquaint them with a broad range of concepts and tools of modern mathematics, develop an appreciation for the beauty of mathematics and its power in applications, strengthen their powers of abstract reasoning, and develop their analytic ability for examining and discovering structures and patterns. The department offers programs leading to a major or minor in mathematics. The department also offers courses to complete the core curriculum requirement in mathematics and provides courses that constitute the mathematics component of other major programs at the University.

Students must complete a core complement mathematics course which are based on their mathematical background interests and the requirements of their major.

Major in Mathematics (B.A.)

The Bachelor of Arts (B.A.) curriculum provides students with a solid foundation in mathematics, while allowing them to combine the study of mathematics with an in-depth study of another field. For example, students can acquire excellent credentials for medical school by combining their B.A. in mathematics with at least two years of chemistry and at least one year each of biology and physics. Additionally, the B.A. in Mathematics provides strong credentials for law school as well as for graduate school in mathematics.

Double Major in Mathematics and Secondary Education (B.A.S.)

To earn a B.A.S. in Mathematics in preparation for teaching at the secondary level, students are required to complete all the courses required for a B.A. in Mathematics, which are designed to meet the standards published by the Mathematical Association of America, and must also complete the requirements for Secondary Education.

Students seeking the degree of Bachelor of Arts in Mathematics are required to take a minimum of 13 courses (41 credits):

| | |
|---|------|
| MTH200: Discrete Mathematics | 3 |
| MTH203: Calculus III..... | 3 |
| MTH300: Linear Algebra..... | 3 |
| MTH301: Differential Equations..... | 3 |
| MTH411-MTH412: Analysis I and II..... | 3, 3 |
| MTH415: Geometry | 3 |
| MTH421: Abstract Algebra | 3 |
| STA341-STA342: Statistical Theory I and II..... | 3, 3 |
| CMP201: Scientific Programming..... | 3 |
| PHY205-PHY206: Principles of Physics I and II | 4, 4 |

While MTH201 and MTH202, Calculus I and II, are not included in the major, they or their equivalents are prerequisites for several required courses.

GPA requirement

To remain in the Mathematics major program, a student must maintain an average of C in all required courses for the Mathematics major, with no grade less than C- in any Mathematics major core course. The Mathematics major core courses are defined as the set consisting of MTH200, MTH203, MTH300, MTH301 and CMP201.

Minor in Mathematics

Students completing a minor in Mathematics take six courses (18 credits) in mathematical sciences at or above the 200 level, excluding STA201. The student determines the minor in consultation with the department chair.

Mathematics Courses

MTH170: Concepts in Mathematics 3 credits

Core Complement Course in Mathematics

This course stresses the breadth of mathematics continuous and discrete, probabilistic as well as deterministic, computational and conceptual while providing students with tools needed to investigate, explore and understand the thematic connections that exist between discipline-based courses. Students investigate appropriate mathematical subject matter drawn from areas such as graphs and networks, the concept of change, combinatorics and probability, modern algebra and number theory. In addition to considering mathematical concepts that are the foundations of these areas in mathematics, students investigate applications of mathematics.

MTH171: Mathematics in the Social Sciences 3 credits

Core Complement Course in Mathematics

Students study some of the great achievements and concepts in the discipline of mathematics. This course stresses the breadth and application of mathematics in the context of the social sciences while providing students with tools needed to investigate, explore and understand the thematic connections that exist between discipline-based courses. Students employ appropriate mathematical concepts to investigate questions related to such issues as voting systems, apportionment of representation and fair division of resources. In addition to considering mathematical concepts that are the foundation of these areas, students investigate applications of this mathematics.

MTH172: Quantitative Methods for Business 3 credits

Core Complement Course in Mathematics

Students study some of the great achievements and concepts in the discipline of mathematics along with their use in the analysis and solution of business problems. Students study the mathematics of finance, decision analysis, project management, and demand forecasting. Students study and apply the mathematical concepts related to expected value decision making and linear programming. Students also study exponential, trend adjusted, and seasonal forecasting as well as quantitative financial concepts such as interest, discounts, annuities, and present value analysis.

MTH191: Applied Calculus 3 credits

Core Complement Course in Mathematics

Students study topics that include functions, models, and average rate of change, limits, instantaneous rates of change, the derivative, differentiation techniques, applications of the derivative, and a brief introduction to integration.

Prerequisite: Precalculus or high school algebra II with placement.

MTH195: Finite Mathematics 3 credits

Core Complement Course in Mathematics

Students study some of the great achievements and concepts in the discipline of mathematics together with the use of those mathematical concepts in analyzing problems in a variety of areas such as business, economics, and natural and

social sciences. The mathematical concepts studied by students in this course include linear functions; systems of linear equations and matrices; Leontief input-output model; linear programming, from both geometric and algebraic points of view; and at least one additional topic typically selected from mathematics of finance; Markov chains; and game theory.

MTH197: Discrete Dynamical Systems 3 credits

Core Complement Course in Mathematics

Students study some of the great achievements and concepts in the discipline of mathematics along with their use in developing mathematical models to describe dynamical systems related to such topics as population growth, disease and epidemic spread, and predator-prey/competitive interactions. Computer simulation of the models, appropriate use of matrix algebra, eigenvalues/eigenvectors associated with difference equations, and curve fitting to data will be introduced.

MTH200: Discrete Mathematics 3 credits

Core Complement Course in Mathematics

This is a course in the foundations of mathematics and the ideas that underlie the science of computing. The topics that are explored are logical operations, relations and arguments, methods of proofs, set relations and operations and difference equations. Topics in number theory are also explored.

MTH201: Calculus I 3 credits

Core Complement Course in Mathematics

This course covers the following topics: limits and continuity, the derivative, finding and interpreting the derivative, graphing and optimization. The level and pace of this course are generally greater than those of the Applied Calculus I course (MTH191), and some proofs of important theorems are studied.

MTH202: Calculus II 3 credits

Core Complement Course in Mathematics

This course covers the following topics: integrals of functions of one variable, modeling with calculus, introduction to calculus of functions of several variables, techniques of integration, infinite series. Some proofs of important theorems are studied.

Prerequisite: MTH201 or equivalent.

MTH203: Calculus III 3 credits

Core Complement Course in Mathematics

This course covers the following topics: introduction to vectors, partial derivatives and multiple integrals. Some proofs of important theorems are studied.

Prerequisite: MTH202 or equivalent.

MTH300: Linear Algebra 3 credits

Core Complement Course in Mathematics

This course covers the following topics: matrix algebra, systems of linear equations, vector spaces, linear transformations, eigenvalues, eigenvectors and applications. Historical notes are included throughout the course.

Prerequisite: MTH202 or equivalent.

MTH301: Differential Equations 3 credits

This course covers the following topics: first-order ordinary differential equations, higher-order linear differential equations, stability and phase plane analysis, Laplace transformations, series solutions, numerical methods, and applications. Historical notes are included throughout the course.

Prerequisites: MTH202 or equivalent and MTH300, or consent of instructor.

MTH399: Special Topics 1-3 credits

The purpose of this course is to provide an opportunity for students to investigate topics not covered in ordinary course work. The subject matter varies to suit the students and the interests of the professor.

MTH411-MTH412: Analysis I, II 3, 3 credits

Topics are chosen from metric and normed spaces, functions of one and several variables, differentiation, Riemann integration, vector calculus and complex variables. Historical notes are included throughout the course.

Prerequisites: MTH200 and MTH203.

MTH415: Geometry 3 credits

Students study concepts of geometry. In particular, students study Euclidean and non-Euclidean geometries. Historical notes are included throughout the course.

Prerequisite: MTH202 or consent of instructor.

MTH421: Abstract Algebra 3 credits

In this course students study groups, rings and fields. Topics in number theory are also explored and historical notes are included throughout the course.

Prerequisites: MTH200 and MTH300.

MTH491: Internship 3 credits

MTH499: Independent Study 1-3 credits

Statistics Courses

STA201: Statistical Methods 3 credits

This course will address a broad spectrum of fundamental statistics concepts. The topics include exploratory data analysis, basic probability distributions, sampling distributions, interval estimations, hypothesis testing, and significance testing (P-Values) with single, paired and two-sample problems.

STA341: Statistical Theory I 3 credits

This course provides a calculus-based treatment of probability, which forms the foundation of statistics. Students study probability theory, combinatorics, random variables, discrete and continuous distribution theory, expected values, moment-generating functions, multivariate distributions, functions of random variables, and conditional and marginal probability distributions, and the Central Limit Theorem.

Prerequisite: MTH203 or concurrent enrollment, or equivalent.

STA342: Statistical Theory II

3 credits

This course builds on the calculus-based treatment of probability provided in STA341 to introduce concepts in statistics. Students study least-squares regression, estimation including maximum likelihood and minimum variance estimators, confidence intervals, tests of hypotheses, significance testing with p-values, and goodness-of-fit tests.

Prerequisite: STA341.

Computational Science Course**CMP201: Scientific Programming**

3 credits

In this course students learn computer programming in a high-level programming language, while using computer programming to explore mathematical concepts. Along with problem analysis, algorithm development, and the integration of numerical and graphical computation in the solution of problems, students use computer programming to explore a variety of mathematical concepts such as recursion and mathematical induction, Euclidean algorithm, limits, convergence of sequences and series, Monte Carlo simulation and estimation of probability using pseudorandom number generators.

Prerequisite: MTH202 or concurrent enrollment, or equivalent.

Modern and Classical Languages

Department Chair: Linda Crawford, Ph.D.

Mastery of a foreign language enables students to deepen their understanding of cultural differences and similarities, to exercise their responsibilities as citizens of the world, and to promote meaningful cross-cultural exchange. Language competency is a life skill and a career asset. Majors are expected to maintain a 2.70 GPA in all courses applied to the major.

French

The French language and literature courses are designed to provide opportunities for students to achieve aural, oral, and written proficiency in the language. An integral part of the curriculum is an in-depth exposure to French culture and civilization through the study of French literature in its social, historical and cultural context.

Major in French (B.A.)

The French major requires a minimum of 11 courses (33 credits).

Required courses:

| | |
|--|---|
| FRN201: French Conversation..... | 3 |
| FRN203: French Grammar and Composition | 3 |
| FRN245: Introduction to Linguistics..... | 3 |
| FRN302: Advanced French Conversation | 3 |
| FRN304: Advanced French Grammar and Composition..... | 3 |
| FRN305: French Culture and Civilization | 3 |
| FRN311: Survey of French Literature I | 3 |
| FRN312: Survey of French Literature II | 3 |
| FRN404: Phonetics and Pronunciation | 3 |

Plus:

Two elective French courses (6 credits) at the 200-level or higher.

Double Major in French and Secondary Education (B.A.S.)

Students who select a double major in French and Secondary Education must take the nine required courses for the French major listed above, plus FRN308: Teaching a Modern Foreign Language and one elective French course (33 credits). Students must also meet the requirements for Secondary Education. See Education Department listing.

Majors are encouraged to spend a semester studying in France or in another French-speaking country.

Minor in French

Students completing a minor in French take a minimum of six courses (18 credits).

Required courses:

| | |
|--|---|
| FRN201: French Conversation..... | 3 |
| FRN203: French Grammar and Composition | 3 |
| FRN304: Advanced French Grammar and Composition..... | 3 |
| Two elective French courses at the 200 level or higher | 6 |
| One elective French course at the 300 level or higher. | 3 |

French Courses

FRN111-FRN112: Elementary French I, II 3, 3 credits

Core Complement Courses in Foreign Languages

This is a concentrated two-semester course stressing the development of the four basic skills: listening, speaking, reading, and writing. The grammar necessary for spoken and written expression is also studied. In addition, students are introduced to the cultures of French-speaking countries.

Prerequisite for FRN112: FRN111 or permission of department chair.

FRN200: Intermediate French 3 credits

Core Complement Course in Foreign Languages

This one-semester course further develops the four basic skills and provides the student with a comprehensive review of the fundamental principles of grammar necessary for a more advanced level of spoken and written French.

Prerequisite: FRN112 or two years of high school French or permission of department chair.

FRN201: French Conversation 3 credits

Core Complement Course in Foreign Languages

This course emphasizes the use of spoken French on a more advanced level than in the intermediate course. Attention is given to correct pronunciation through active participation in oral discussions and reports to further vocabulary building.

Prerequisite: FRN200 or permission of department chair.

FRN203: French Grammar and Composition 3 credits

Core Complement Course in Foreign Languages

This course emphasizes the grammatical use of written French on a more advanced level than in the intermediate course through controlled compositions, grammar exercises, and original themes.

Prerequisite: FRN200 or equivalent.

FRN245: Introduction to Linguistics 3 credits

Introduces the study of language and its subcomponents: syntax, semantics, morphology, phonetics, and phonology. Focuses on how these components of language work and interact to inform linguistic systems from various world languages. Applies this knowledge to the study of language use in social contexts and human interaction, writing systems, language change, and language acquisition.

FRN302: Advanced French Conversation 3 credits

Continued development of oral skills in pronunciation, everyday vocabulary, discussions, reports on articles read in periodicals and newspapers, and short speeches.

Prerequisite: FRN201 or permission of department chair.

FRN304: Advanced French Grammar and Composition 3 credits

An advanced course in contemporary written French. Grammatical concepts and the linguistic means to express them are developed through frequent compositions and critiques with emphasis on stylistic devices.

Prerequisite: FRN203.

FRN305: French Culture and Civilization 3 credits
Contemporary French civilization as it developed from traditional customs to the political, economic, cultural, and social issues of the present day.
Prerequisite: FRN304 or permission of instructor.

FRN308: Teaching a Modern Foreign Language 3 credits
Explores theories of second language acquisition and presents language teaching methodologies and their applications with regard to the concepts of proficiency and the communicative language classroom. Concepts will be applied through crafting, sharing and discussing individual classroom activities, assessments, lesson and unit plans. Teaching demonstrations by students provide practical experience in the classroom setting for future language teachers.
Prerequisites: French and/or Spanish major or minor.

FRN311: Survey of French Literature I 3 credits
General survey of French authors and literary forms from the late 11th century through the 18th century, with attention to literary trends, genres, and influences, techniques of literary study and particularly “explication de texte.”
Prerequisite: FRN203 or permission of department chair.

FRN312: Survey of French Literature II 3 credits
General survey of French authors and literary forms from the 19th and 20th centuries including the major romantics, realists, symbolists, novelists, dramatists, and techniques of literary study, particularly “explication de texte.”
Prerequisite: FRN203 or permission of department chair.

FRN399: Special Topics in French Studies 3 credits
Special topics courses are offered as electives on a cyclical basis and include such subjects as Business and Administrative French, French for Diplomacy and Political Science, Renaissance French Literature, French Drama, Black Literature in French, Principles of Translation and French for Survival: Language and Culture (Angers, France).

FRN404: Phonetics and Pronunciation 3 credits
An introductory study of the French sound system incorporating articulatory and phonetic principles. Includes a study of phonemes and suprasegmentals.
Prerequisite: FRN203.

FRN405: History of the French Language 3 credits
A study of the evolution of the French language from its Latin origins through the present day.
Prerequisite: FRN304.

FRN470: Senior Seminar in French 3 credits
The seminar participant conducts an intensive investigation of a specific topic in his/her area of concentration and presents a paper for open discussion and response. Faculty members assist as coordinators and resource consultants at seminar sessions. Attendance is required at all seminars.
Prerequisite: Senior French majors, or permission of department chair.

FRN499: Independent Studies: Literature or Language 3 credits
 For the advanced student, individual research and reports on areas of special interest not offered in the curriculum.

Prerequisites: Advanced standing, acceptance of project by a member of the faculty, and permission of department chair.

Spanish

Spanish courses provide students with opportunities to develop their linguistic skills by learning to speak, understand, read and write Spanish, as well as to appreciate the cultures, civilizations, heritage and literatures of the Spanish-speaking countries, to explore ethnic backgrounds and to promote understanding between individuals and nations.

Major in Spanish (B.A.)

Students take a minimum of 10 upper level courses (30 credits). 100-level courses are not applied to the major.

Required courses:

| | |
|--|------|
| SPA203-204: Intermediate Spanish I and II..... | 3, 3 |
| or SPA213: Advanced Spanish Grammar..... | 3 |
| SPA241-242: Conversation, Composition, and Reading I and II..... | 3, 3 |
| SPA300: Spanish American Culture and Civilization..... | 3 |
| SPA321: Spanish Culture and Civilization..... | 3 |
| SPA390: Masterpieces of Spanish Literature..... | 3 |
| SPA411: Masterpieces of Spanish American Literature..... | 3 |
| Elective courses as needed to reach a total of 10 courses. | |

Majors are encouraged to spend a semester studying in a Spanish-speaking country.

Double Major in Spanish and Secondary Education (B.A.S.)

Students who select a double major in Spanish and Secondary Education must take the same required courses for the Spanish major listed above, plus SPA308: Teaching a Modern Foreign Language. SPA245: Introduction to Linguistics is also strongly recommended. A minimum of 11 upper level courses (33 credits) in Spanish is required. Students must also complete the requirements for Secondary Education.

Minor in Spanish

Students completing a minor in Spanish take a minimum of six courses (18 credits). 100-level courses do not count towards the minor.

Required courses:

| | |
|--|------|
| SPA203-204: Intermediate Spanish I and II..... | 3, 3 |
| or SPA213: Advanced Spanish Grammar..... | 3 |
| SPA241-242: Conversation, Composition, and Reading I and II..... | 3, 3 |
| SPA300: Spanish American Culture and Civilization..... | 3 |
| or SPA321: Spanish Culture and Civilization..... | 3 |
| One course (3 credits) in Hispanic literature. | |
| Approved electives as necessary to reach a total of six courses. | |

Spanish Courses

SPA101-SPA102: Practical Spanish I, II 3, 3 credits

Core Complement Courses in Foreign Languages

The aim of these courses is to facilitate the learning of the Spanish language through total immersion. Emphasis is on building a practical vocabulary and the ability to function in Mexico, in Spain or in other Spanish-speaking countries.

Offered only through Study Abroad Programs.

SPA111-SPA112: Elementary Spanish I, II 3, 3 credits

Core Complement Courses in Foreign Languages

For those students who have not previously studied Spanish. They provide opportunities for the development of the fundamental skills: reading, speaking, listening, and writing. Students are also introduced to the cultures of the 21 Spanish-speaking countries.

SPA203-SPA204: Intermediate Spanish I, II 3 credits

Core Complement Courses in Foreign Languages

Courses for students who have pursued Spanish in high school for three to four years, or who have completed SPA112. The aim of these courses is to consolidate previous language study into a functional body of knowledge, supplementing the review of Spanish grammar with cultural readings, increased oral proficiency, and writing skills.

SPA207: Spanish for Business and Finance 3 credits

Core Complement Course in Foreign Languages

The aim of this course is to facilitate the use of the Spanish language in commerce, banking, tourism, and other businesses. Emphasis is placed on economic, managerial, and technical terms most likely to be met in dealing with international markets.

Prerequisites: SPA203 and SPA204 or permission of instructor.

SPA213: Advanced Spanish Grammar 3 credits

Core Complement Course in Foreign Languages

A course in the intensive study of the grammatical structure of the Spanish language.

Prerequisites: SPA203 and 204 or equivalent.

SPA241-SPA242: Conversation, Composition, and Reading I, II 3, 3 credits

Core Complement Courses in Foreign Languages

The goal of these courses is to move students from competency toward proficiency by consolidating their skills in oral and written expression in Spanish, with some focus on reading.

Prerequisites: SPA203 and SPA204 or departmental placement or permission.

SPA245: Introduction to Linguistics 3 credits

Introduces the study of language and its subcomponents: syntax, semantics, morphology, phonetics, and phonology. Focuses on how these components of language work and interact to inform linguistic systems from various world languages. Applies this knowledge to the study of language use in social contexts and human interaction, writing systems, language change, and language acquisition.

Prerequisite: SPA242.

- SPA300: Spanish American Cultures and Civilizations** 3 credits
This course examines the development of Spanish American nations, from pre-Columbian times through Independence. In addition to the study of their history, economics, and politics, students will explore their social and cultural identities and expression, in both past and contemporary manifestations. This course consists of lectures, readings, student research, and presentations, as well as films and other media resources.
Prerequisite: SPA242 or permission of instructor.
- SPA308: Teaching a Modern Foreign Language** 3 credits
Explores theories of second language acquisition and presents language teaching methodologies and their applications with regard to the concepts of proficiency and the communicative language classroom. Concepts will be applied through crafting, sharing and discussing individual classroom activities, assessments, lesson and unit plans. Teaching demonstrations by students provide practical experience in the classroom setting for future language teachers.
Prerequisites: French and/or Spanish major or minor.
- SPA321: Spanish Culture and Civilization** 3 credits
A course concerned with the study of geography, history, and economic life in Spain as they relate to the literature, fine arts, and life of the people of Spain. Lectures are supplemented by discussions, and the presentation of related cultural materials, videos, newspapers and films.
Prerequisite: SPA242 or permission of instructor.
- SPA322: Contemporary Hispanic Life: Total Immersion** 3 credits
By means of experiential observation, texted readings, and research, students engage in conversational Spanish and discussions of current events in the world.
Offered only through study abroad programs.
- SPA360: Advanced Conversation** 3 credits
This course is designed to provide students and prospective teachers of Spanish greater facility in oral Spanish and auditory comprehension. Fluency of expression and ease of comprehension will be developed through group discussions, interviews, debates, film and literature.
Prerequisite: SPA242 or permission of instructor.
- SPA390: Masterpieces of Spanish Literature** 3 credits
Master works of the major Spanish writers, including Poema de Mío Cid, Libro de Buen Amor, Libro del Conde Lucanor, la Celestina, el Quijote, and others are studied.
Prerequisite: SPA242.
- SPA399: Special Topics** 3 credits
These courses offer the opportunity for in-depth study of an area determined by student interest including Hispanic film, contemporary Spain, and Spanish American countries.
Prerequisite: Permission of instructor.

SPA411: Masters of Spanish American Literature ????

Master works of Spanish American literature from all genres are explored in their historical context, with a focus on the period from modernism to contemporary pieces. Students refine their language skills through readings, group assignments, dialogue in class, written assignments, and research

Prerequisite: SPA242 or permission of instructor.

SPA421: The Hispanic Caribbean 3 credits

This course will provide students with an in-depth study of the three island nations that compose the Hispanic Caribbean. The similarities and differences between these countries will be articulated through the study of their cultures, history, art, music, humor, religion, and literary texts, both historical and contemporary.

Students refine all four skills through lecture, discussion, presentations, and research.

SPA470: Senior Seminar 3 credits

The seminar participant conducts an intensive investigation of a specific topic in his/her area of concentration and presents a paper for open discussion and response. Faculty members assist as coordinators and resource consultants at seminar sessions. Attendance is required at all seminars.

Prerequisite: Senior Spanish major or permission of department chair.

SPA491: Internship 3 credits**SPA499: Independent Study** 3 credits**Other Modern Languages**

Opportunities are provided on a rotating basis for course work in Arabic, Italian and Portuguese.

Arabic**ARA111: Beginner Arabic I** 3 credits

Core Complement Courses in Foreign Languages

In this course students learn the basics of Modern Standard Arabic, the variety of Arabic that is used in formal oral and written communication throughout the Arab world. Teaching method is proficiency-oriented and skill-based. Students will communicate in Arabic as much as possible, using all linguistic skills.

ARA112: Beginner Arabic II 3 credits

Core Complement Courses in Foreign Languages

In this course learners acquire and activate a variety of vocabulary items in authentic contexts. Grammar covers basic sentence structures, such as verb conjugation, sentence types, and agreement. The combination of activated vocabulary and grammar will result in students' ability to speak, read, and comprehend basic Arabic as well as connect culture to language use in everyday life.

Italian

ITL111-ITL112: Elementary Italian I, II 3, 3 credits

Core Complement Courses in Foreign Languages

For students with little or no high school experience with Italian. This is a concentrated two-semester course stressing the development of the four basic skills: reading, writing, speaking, and listening. The grammar necessary for spoken and written expression is also studied along with cultural components.

ITL203-ITL204 Intermediate Italian I, II 3, 3 credits

Core Complement Courses in Foreign Languages

Courses for students who have pursued Italian in high school for three or four years or who have completed ITL112. The aim of these courses is to consolidate previous language study into a functional body of knowledge, supplementing the review of Italian grammar with cultural reading, increased oral proficiency and writing skills.

Prerequisite: ITL112 or permission of department chair.

Portuguese

PTG111-PTG112: Elementary (Brazilian) Portuguese I, II 3, 3 credits

Core Complement Courses in Foreign Languages

Courses for students who have not previously studied Portuguese. They engage students in activities and exercises designed to develop skills in oral/aural proficiency, as well as reading and writing Brazilian Portuguese. Emphasis is placed on increasing the student's awareness of Brazilian culture in addition to the cultures of other Portuguese-speaking countries.

Classical Language Courses
Latin

LAT101: Elementary Latin I 3 credits

Core Complement Course in Foreign Languages

A study of the forms and essential principles of syntax in classical Latin. There is an introduction to composition, and some attention is given to classical pronunciation.

LAT102: Elementary Latin II 3 credits

Core Complement Course in Foreign Languages

A continuing study of the structures and syntax of classical Latin. Some attention is given to composition and to differing stylistic traditions.

Prerequisite: LAT101 or equivalent.

Music, Theatre and Dance

Department Chair: Peter Davis, M.Mus.

Coordinator of Theater Program: Reggie Phoenix, M.F.A.

Coordinator of Dance: Lindsay Guarino, M.F.A.

The Department of Music, Theatre and Dance at Salve Regina provides students with individualized attention and a wide range of training and performance experiences in the creative disciplines of music, theatre and dance.

A liberal arts education, in combination with a curriculum based in the performing arts, helps students realize their artistic potential, while acquiring skills that lead to lifelong learning. Through the discipline of performance, students explore concepts like team work, problem solving, community participation, active listening and the synergy that comes from working together to create a single end product. This process leads to improvement of self-image, presentation and development of human potential.

Whether they pursue their interests professionally or as an aesthetic outlet, our graduates possess the creative, collaborative and analytical skills necessary for success in whatever careers they choose. Our multi-dimensional programming prepares students for careers in performance and teaching, and serves as appropriate preparation for professional training programs or graduate studies in a variety of fields.

In alignment with the mission of Salve Regina University, the Department of Music, Theatre and Dance is committed to cultivating graduates with enduring values that enhance their ability to think clearly, respond creatively, and to exercise sound judgment and responsible stewardship in the world.

Music

The Music program at Salve Regina University contributes to the general mission of the University by bringing students into contact with the rich heritage of musical arts. All courses in the music curriculum have an important goal: the awakening of the student's understanding and enjoyment of music. Each course strives toward sharpening the student's critical sense, thus enabling him/her to become a more discerning listener and accomplished performer. This is achieved by investigating that special quality found in art music and by performing such music in solo and ensemble settings. The program offers a range of private instruction in voice and instruments as well as a wide variety of performance opportunities.

The Salve Regina mission states the University "prepares men and women by imparting and expanding knowledge, developing skills and cultivating enduring values." The study of music at Salve Regina is beneficial for its many outcomes, which include the development of social behaviors such as cooperation, responsibility and multi-cultural sensitivity; personal behaviors such as integrated and "whole brain" learning and creativity, as well as the use of the appropriate technologies. Through the study of music education, students develop the skills and knowledge that enable them to contribute to the world through the vocation of teaching.

Music Program Goals

1. To provide a quality overall education in music, including excellence in performance, historical perspective and knowledge of the art form.
2. To offer sufficient performance and learning opportunities for students to develop their craft.
3. To assist music education students in meeting Rhode Island PK-12 certification criteria.
4. To enable music education students to contribute positively to the world through the vocation of teaching.
5. To develop sufficient knowledge/skills enabling students to teach music and enabling them to meet the Rhode Island Professional Teaching Standards and standards set by the National Association of Schools of Music.
6. To develop a knowledge of the use of the current technology in music.

The Program

The Music Program fosters understanding and appreciation of a wide variety of music through study, vocal/instrumental training and performance. The Department of Music, Theatre and Dance offers a major and minor in Music, along with a program in Music Education Teacher Certification (PK-12). Courses are divided into three areas: Music History and Theory (MSC); Instrumental and Vocal Instruction (MSI); and Performing Ensembles (MSP). Students are offered a number of performance opportunities in choral music, band, orchestra, jazz ensembles and solo recital.

Major in Music (B.A.)

Required music courses, especially music lessons, must be started as early as possible, preferably in the freshman year. In order to major in Music, a student must first be interviewed and accepted by a designated member of the faculty. A minimum of 41 credits in music is required, and the student's program must be approved in advance by the Department Chair.

The required courses are:

Music Theory courses:

| | |
|-------------------------------------|------|
| MSC211-MS212: Theory I and II | 3, 3 |
| MSC300: Theory III..... | 3 |
| MSC301: Analysis | 3 |

One of the following advanced theory courses:

| | |
|--------------------------------------|---|
| MSC401: Orchestration | 3 |
| MSC403: Composition | 3 |
| MSC405: Instrumental Conducting..... | 3 |
| MSC406: Choral Conducting | 3 |

Music History courses:

A minimum of one course in Music History approved by the Music faculty.

Music Lessons:

Individual music lessons in the student's principal instrument or in voice (MSI courses at the 100, 200, and 300 levels) (12 credits). Individual music lessons in a secondary area (2 credits). Voice majors must take Language Orientation.

Major Recital:

MSC400: Major Recital

A student may substitute a senior thesis or composition for MSC400. A detailed proposal must be submitted to, and approved by, the Department Chair.

Ensembles:

| | |
|------------------|---|
| MSP courses..... | 6 |
|------------------|---|

Electives:

| | |
|--|---|
| Additional three credits of electives in music | 3 |
|--|---|

All students majoring in Music are required to perform in a department ensemble every semester and to attend music program meetings and seminars. The following courses will not be applied to the Music major: MSC111 and all instrumental/vocal classes (MSC120-126).

All Music majors will be required to pass comprehensive examinations in music history and theory and in piano proficiency before the end of the final semester.

Music Education (B.A.S.)

Students interested in Music Education major in Education and Music. The program is designed to ready candidates to apply for R.I. teacher certification in grades K-12.

To earn a degree for Music Education, students are required to complete the following courses:

MSC130, 133, 134, 135, 136, 137, 138, 211, 212, 220, 221, 300, 301, 342, 405, 406
 MSI - Individual lessons on major instrument or voice (12 credits)12
 MSC400 (major recital)0
 EDC298 and EDC299 or
 SCD298 and SCD299: Tutoring and Mentoring in a Multicultural Society I, II..2
 SCD101: Introduction to American Education3
 SCD220: Adolescent Development and Theories of Learning4
 SCD300: Methods Portfolio1
 SCD312: Teaching Reading in the Content Area.....3
 SCD410: Classroom Management3
 or SED332: Principles and Procedures for Behavior and Classroom Management .3
 SCD432: Student Teaching Seminar1
 SCD440: Practicum in Secondary Education3
 SCD441: Secondary Student Teaching3
 SED211: Introduction to the Characteristics of Students with Exceptionalities..3
 and six credits in MSP ensemble courses

In addition, students will be required to pass comprehensive examinations in music history and theory and in piano and guitar proficiency.

Minor in Music

A student completing a minor in music must first be interviewed and accepted by a designated member of the faculty. The student takes 18 music credits, approved in advance by the Department Chair.

Required courses:

MSC211 and MSC212: Theory I and II.....3, 3
 One Music History course (3 credits).

The remaining nine credits are distributed among individual music lessons (MSI courses) and performing ensembles (MSP courses).

The following courses will not be counted toward the Music minor: MSC111 and all instrumental/vocal classes (MSC120-126).

Instrumental/Vocal Classes

Instrumental and vocal class instruction is designed to introduce students with little or no experience to the fundamentals of voice or an instrument. Students who wish to study voice or an instrument must begin with class instruction (MSC120-126) if they do not have any musical background. Open to all students. No audition is required.

Prerequisite: Students in guitar, woodwind, string, and brass classes must bring their own instruments. Instrument availability is limited. Rental information is available. Course fee.

| | |
|--------------------------------|---|
| MSC120: Voice Class | 1 |
| MSC121: Piano Class..... | 1 |
| MSC122: Guitar Class..... | 1 |
| MSC123: Woodwind Class | 1 |
| MSC124: String Class | 1 |
| MSC125: Brass Class | 1 |
| MSC126: Percussion Class | 1 |

Instrumental/Vocal Methods Courses

These courses are designed to provide students studying for the teaching profession with the knowledge of rudiments and mechanics on various families of instruments, as well as voice. Observation and practice of pedagogical methods in K-12 schools are integral to the instrumental/vocal methods curriculum.

| | |
|------------------------------------|---|
| MSC130: Vocal Methods | 1 |
| MSC133: Woodwind Methods | 1 |
| MSC134: String Methods..... | 1 |
| MSC135: Brass Methods | 1 |
| MSC136: Percussion Methods..... | 1 |
| MSC137: Choral Methods | 1 |
| MSC138: Instrumental Methods | 1 |

Music History and Theory Courses

MSC100: Introduction to Music: Masterpieces 3 credits
Core Complement Course in Visual and Performing Arts

A course designed to develop an understanding of the art of music. A limited number of complete works are studied from various aspects, such as their structure, style, and place in cultural history. A “masterpiece” in this course can be a folk tune, a symphony, or a popular song. This course includes the 20th century and jazz.
No musical background required.

MSC111: Essentials of Music Theory: An Introduction to Notation 3 credits
Core Complement Course in Visual and Performing Arts

Rudiments of musical notation, scales, intervals and harmony. Work in sight-singing and dictation. Primarily intended for the student who wants to learn the basic principles of musical notation.
No musical background required.

MSC145: Language Orientation 1 credit

The purpose of this course will focus on developing proficiency in using the International Phonetic Alphabet. Students will learn the proper articulation of language sounds in English, Italian, French and German, be able to recognize these sounds aurally and transcribe them into IPA. Through the study of song texts, students will develop the capacity to choose the correct sounds based on an understanding of the standard rules of diction in each language. Listening skills will also be emphasized. Students will develop an awareness of stylistic nuance and interpretation by listening to examples of standard solo vocal literature from Renaissance through contemporary time periods.

- MSC211: Theory I** 3 credits
A practical study of harmony, counterpoint, and other aspects of music theory. A course designed to improve a student's musicianship through ear-training, sight-singing and dictation. Work in composition.
Prerequisite: MSC111 or departmental approval.
- MSC212: Theory II** 3 credits
A continuation of Theory I.
Prerequisite: MSC211 or departmental approval.
- MSC215: American Music** 3 credits
Core Complement Course in Visual and Performing Arts
An overview of the major developments of music in the United States and the Americas from the 17th century to the present, the course covers popular music as well as works for the concert hall. *Cross-listed with AST215.*
- MSC220: History of Music through 1750** 3 credits
Designed for music majors and non-majors with experience in reading music, this course is a study of Western European music from the earliest known examples to Johann Sebastian Bach (1685-1750); with consideration of the cultural and political background in which this music was written. The Medieval, Renaissance, and Baroque periods are covered.
- MSC221: Bach to Rock: Music from 1750 to the Present** 3 credits
Core Complement Course in Visual and Performing Arts
Designed for music majors and non-majors with experience in reading music, this course surveys classical, romantic, and modern music; with consideration of the cultural and political background in which this music was written. The history of musical styles from the last days of J. S. Bach to the rock phenomenon is covered.
- MSC300: Theory III** 3 credits
Advanced harmony, counterpoint, and ear-training for the music major; chromaticism; work in composition.
Prerequisites: MSC212, music major.
- MSC301: Analysis** 3 credits
A study of musical forms from the medieval period to the 20th century.
Prerequisites: MSC300, music major.
- MSC342: Elementary Methods** 3 credits
The goal of this course is to familiarize students with the philosophies, practices and methods of teaching classroom music from preschool through the elementary grades. Students will gain practical experience through classroom participation, field observations and visits to local elementary schools. Research and class participation will provide students with a strong foundation in state and national standards, curriculum, curriculum design and classroom management skills.

MSC399: Special Topics 1-3 credits
Special Topics courses are offered to supplement the educational experience with unique courses that are not part of the normal course offerings.

MSC400: Major Recital 0 credit

MSC401: Orchestration 3 credits
This course is a study in techniques for orchestra, symphonic band, jazz ensemble, chamber and choral ensembles. Instruction is included in idiomatic writing for instruments and score reading.
Prerequisite: Departmental approval.

MSC403: Composition 3 credits
This course is a study in the various styles and techniques of musical composition, culminating in the final project which is an original student work.
Prerequisite: Departmental approval.

MSC405: Instrumental Conducting 3 credits
A study of techniques for directing an instrumental ensemble. Includes experience in score reading and conducting for Orchestra, Wind Ensemble, Symphonic Band, Jazz Ensemble and Mixed Ensemble.
Prerequisite: Departmental approval.

MSC406: Choral Conducting 3 credits
A study of techniques for directing a choral ensemble and developing a choral curriculum.
Prerequisite: Departmental approval.

MSC491: Internship 1-3 credits

MSC499: Independent Study 1-3 credits
Supervised study. Advanced work in music.
Prerequisite: Departmental approval.

Music Performance Ensembles

MSP153: University Chorus 0-1 credit
A diverse group of singers, this course is open to all students at the University. Musical selections include traditional as well as lesser known works in a variety of styles ranging from classical to contemporary. No audition required.

MSP230: Performance Class 0-1 credit
Performance Class provides students with the opportunity to test repertoire being studied in the studio, by performing within a classroom setting. Emphasis is on analysis of music to be performed, along with historical context, musical structure and interpretation. The course includes a discussion of basic rules of stage presence and performance practice.

- MSP235: Opera/Musical Theater Scenes Workshop** 0-1 credit
This workshop presents a musical approach to help prepare students for work on the concert and musical theater stage. Emphasis is on practice techniques for effective interpretation of scenes involving constant or intermittent singing. Includes preparation of group scenes, research on selected scenes and discussion of audition and concert-style techniques. Final public performance of prepared scenes is required.
- MSP236: Percussion Ensemble** 0-1 credit
Provides performing experience with a percussion ensemble. Open to all students.
Prerequisite: Interview.
- MSP240: Jazz Combo** 0-1 credit
Provides performing experience with a jazz combo. Open to all students.
Prerequisite: Interview.
- MSP241: Jazz Ensemble** 0-1 credit
Provides performing experience in a full jazz ensemble. Open to all students.
Prerequisite: Interview.
- MSP242: Rock, Rhythm and Blues** 0-1 credit
Prerequisite: Interview.
- MSP243: Symphonic Band** 0-1 credit
Rehearsal and performance of symphonic band and wind ensemble repertoire. Open to all students.
Prerequisite: Interview.
- MSP244: Guitar Ensemble** 0-1 credit
Prerequisite: Interview.
- MSP245: Woodwind Ensemble** 0-1 credit
Chamber ensemble for woodwind instruments.
Prerequisite: Interview.
- MSP246: Flute Ensemble** 0-1 credit
Prerequisite: Interview.
- MSP247: Brass Ensemble** 0-1 credit
Prerequisite: Interview.
- MSP248: Chamber Ensemble** 0-1 credit
Prerequisite: Interview.
- MSP249: Orchestra** 0-1 credit
Rehearsal and performance of repertoire for orchestral ensemble. Open to all students.
Prerequisite: Interview.

MSP363: Madrigal Chorus 0-1 credit

A small group of experienced men and women singers who perform literature of the 15th and 16th centuries, as well as contemporary works.

Prerequisite: Interview.

MSP364: A Cappella 0-1 credit

A small group of singers exploring, through performance, the uniquely American art form of jazz and popular music, including its stylistic differences and modern harmonies. Audition required.

Prerequisite: MSP153.

MSI150-167: Applied Music Instruction 1 credit

Donald St. Jean, Director

The University offers private lessons in voice, piano, guitar, bass guitar, flute, clarinet, oboe, bassoon, saxophone, violin, viola, violoncello, double bass, trumpet, French horn, trombone, tuba, percussion and organ. See the fall and spring brochures for the course numbers of these lessons and the number of credits. Individual instruction courses may be taken more than once, with permission.

Prerequisite: Department permission. Course fee.

MSI250-367: Applied Music Instruction 2-3 credits

Prerequisites for MSI250-367: Students must fulfill the department requirements for recitals and receive permission of the Department Jury to register.

Course fee.

Theatre Arts

Theatre is a collaborative art form, which relies on both individual artistry, and the ability to engage the creative process as part of a team. The Theatre Arts program provides students the opportunity to gain a comprehensive knowledge of the literary and historical background of the Dramatic Art, to learn the applied theory and practical techniques in preparation for professional careers in Theatre and/or related fields. The course of study is designed to develop the students understanding of the correlation between the theoretical and the pragmatic aspects of theatrical productions. Opportunities are available for the theatre student to work with the staff on an individual basis both in main stage productions and in studio presentations.

Students who wish to major in Theatre Arts should maintain a GPA of 2.7 in all Theatre courses and achieve a cumulative grade point average of at least 2.0. Majors are expected to participate in four Department of Theatre Arts productions, with at least one as a performer and one in a non-performing support role (crew, design, management).

Major in Theatre Arts (B.A.)

Students electing to major in Theatre Arts complete the following 13 courses (37 credits) in Theatre:

| | |
|---|---|
| THE004: New York Theatre | 1 |
| THE101: Introduction to Theatre | 3 |
| THE102: Introduction to Acting | 3 |
| THE135: Stagecraft..... | 3 |
| THE211: Theatre History I | 3 |
| THE212: Theatre History II | 3 |
| ENG325: Studies in Shakespeare | 3 |
| THE384: Dramatic Theory & Criticism | 3 |
| THE453: Theatre Management..... | 3 |
| THE485: Thesis Prep | 3 |
| THE490: Senior Thesis..... | 3 |

Select two of the following 3-credit courses:

| | |
|--|---|
| THE241: Script Analysis..... | 3 |
| THE265: Stage Combat..... | 3 |
| THE343: Theatre for Children & Youth | 3 |
| THE360: Theatre Production..... | 3 |

Minor in Theatre Arts

Students completing a minor in Theatre Arts complete the following (18 credits):

| | |
|---------------------------------------|---|
| THE101: Introduction to Theatre | 3 |
| THE102: Introduction to Acting | 3 |
| THE135: Stagecraft..... | 3 |
| THE212: Theatre History II | 3 |
| THE453: Theatre Management..... | 3 |

Select three of the following 1-credit courses:

| | |
|--------------------------------------|---|
| THE004: New York Theatre | 1 |
| THE008: Stage Management | 1 |
| THE311: Scenic Design | 1 |
| THE320: Acting in Film and TV | 1 |
| THE430: The Business of Acting | 1 |

In addition, all Theatre minors must participate in two mainstage Theatre Arts productions: one as crew member and one as performer.

For those Theatre Arts students interested in a professional career in a major market or going straight on to graduate school, we offer detailed concentrations in both Acting and Technical Theatre. Students take all of the above foundation courses and then add 11 credits in their area. Acceptance into a concentration requires approval from the program head and students are expected to focus their senior thesis around their area of concentration.

Acting Concentration:

| | |
|--|---|
| THE320: Acting in Film and TV | 1 |
| THE430: The Business of Acting | 1 |
| THE201: Voice and Diction | 3 |
| THE301: Scene Study: Classical | 3 |
| THE302: Scene Study: Contemporary..... | 3 |

Technical Concentration:

| | |
|---|---|
| THE311: Scenic Design | 1 |
| THE008: Stage Management | 1 |
| THE231: Makeup for the Stage and Film | 3 |
| THE334: History and Use of Costumes | 3 |
| THE461: Directing | 3 |

Theatre Arts Courses

THE004: New York Theatre 1 credit

Students will read contemporary Broadway and Off-Broadway scripts. Productions will be discussed through videos, visiting lectures and field trips. Course is repeatable.

THE008: Stage Management 1 credit

Students will learn the craft of theatrical stage management including Actor's Equity standards. Crew work on department productions is required. Course is repeatable.

THE101: Introduction to Theatre Arts 3 credits

Core Complement Course in Visual and Performing Arts

This course offers students an overview of how theatre is created in contemporary America. Explanation of how each of the elements of theatre - acting, directing, playwriting, design - fit together to make a theatrical production. Videos, visiting lectures and field trips.

THE102: Introduction to Acting 3 credits

Core Complement Course in Visual and Performing Arts

A foundation course in acting technique focusing on Stanislavsky's system with physical and vocal work included. Videos, visiting lectures, and field trips. No prior acting experience is required. Enrollment limited to 20 students.

THE135: Stagecraft 3 credits

This is a practical foundation course in stage technology, lighting sound and scenery. The course is designed as a studio course in which students work on individual projects and as crew for the semester's scheduled productions

THE201: Voice and Diction 3 credits

Breathing, projection, enunciation, resonance and phonetics are studied with the goal of freeing the voice so it may serve as a direct expression of thought and feeling and to develop clear and articulate Standard American Speech and beginning dialect work.

THE211: Theatre History I 3 credits*Core Complement Course in Visual and Performing Arts*

The course surveys the theatre from its classical beginning to the Restoration era emphasizing the development of the physical theatre and dramatic forms.

THE212: Theatre History II 3 credits

This course surveys the theatre from the 18th century to the present emphasizing the development of the American theatre scene.

THE231: Makeup for Stage and Film 3 credits

This course introduces the student to the basic concepts of makeup as an illusionary technique in the performing arts. A combination of character study, painting, lighting, and three-dimensional form as it applies to facial anatomy will be emphasized. An historical perspective of makeup styles and fashions will also be studied. Students will be required to work as makeup crew on the semester's scheduled productions. Enrollment limited to 12 students.

Lab hours required, plus lab fee.

THE240: Playwriting 3 credits

Students create weekly 10-minute plays through in-class exercises. Work is read aloud and developed in longer scripts over the semester. The course culminates in an open reading of student plays.

THE241: Script Analysis 3 credits

Students will learn how to evaluate a script as preparation for production as actors, directors and designers. Selected plays from classical to contemporary will be studied as well as new work.

THE245: Concepts of Design 1 credit

This course studies academic and applied concepts of art with respect to the basic principles of art as they apply to design. Emphasis on the application of the fundamental principles of artistic design including form, line, contrast and color in a two dimensional medium.

THE261: Public Speaking: Theory and Practice 3 credits*Core Complement in the Visual and Performing Arts*

Using the connection between writing and speaking, this course provides an introduction to informative and persuasive speech. Basic vocal training is covered. Students research, create and organize presentations using multi-media. This is a course for non-majors.

THE265: Stage Combat 3 credits

This course will cover the fundamental techniques of stage combat including hand-to-hand, single blade, rapier-dagger, broadsword and found-object weapons. Historical context and the history of personal combat will be covered. In addition, slapstick comedy, basic tumbling and elementary juggling will be introduced. Special attention will be paid to the unique acting and directing problems presented by stage combat.

THE301: Scene Study: Classical Theatre 3 credits

This course focuses on intensive script analysis and performance of scenes and soliloquies from plays that demand a heightened performance style. The focus will be on the major plays of the Greek, Medieval, Renaissance and Shakespearean periods, together with readings in acting theory. Extensive rehearsal time outside of class is required. Videos, visiting lectures and field trips. Enrollment limited to 16 students.

Prerequisites: THE102 and THE201 or permission of the instructor.

THE302: Scene Study: Contemporary Theatre 3 credits

This course focuses on script analysis and performance of monologues and scenes written by modern realistic playwrights such as Miller, Williams, Mamet, Vogel and LaBute. Scripts from docudrama and theatre collectives included. Extensive rehearsal time outside of class is required. Videos, visiting lectures and field trips. Enrollment limited to 16 students.

Prerequisite: THE102 or permission of the instructor.

THE310: Design Skills 3 credits

This course introduces the student to the techniques used by stage designers during the design process. Emphasis on drafting, drawing and rendering techniques as they apply to the design process.

THE311: Introduction to Scenic Design 1 credit

This course stresses the function of the visual aspects of design for the stage with emphasis on the roles of scene and lighting as they relate to the script and the production as a whole. Emphasis on process and communication techniques used by the designer to communicate with other artists and the audience through visual imagery. Videos, visiting lectures and field trips.

THE312: The Collaborative Experience 3 credits

This course focuses on the collaborative relationship between actor, director, playwright and designers. Students discover how creating new work together results in exciting theatrical events.

THE320: Acting in Film and Television 1 credit

This course is a practical exploration of the basic elements of the film actor's craft using existing film and TV scripts. Exercises are filmed and critiqued regularly so that students learn how this medium requires skills that are both similar and different to stage acting.

THE334: The History and Use of Costume on the Stage 3 credits

The theoretical and practical aspects of costuming for the theatre are covered through a lecture-laboratory format. How costume affects the movement and character of the actor is explored as is the history of fashion and theatrical costuming. Students will be required to work as costume crew on the semester's scheduled productions. Enrollment limited to 16 students.

THE343: Theatre for Children and Youth 3 credits
Students in this course will create a theatre piece and perform it for young audiences. The history and theory of children's theatre will also be studied. Videos, visiting lectures and field trips. Enrollment limited to 16 students.
Prerequisite: THE102 or permission of the instructor.

THE344: Oral Interpretation 3 credits
Students practice selecting, adapting and arranging a variety of written materials for group and individual performances. Basic vocal training is covered. This is a course for non-majors.

THE360-THE361: Production I, II 1-3 credits
Extended work as an actor, designer or stage manager in relation to productions presented by the Department of Theatre Arts. Extensive time outside of class is required for rehearsals, tech and performances.
By audition or permission of the instructor only. Course is repeatable.

THE371: Improvisation 1 credit
Development of fundamental acting skills using the work of Spolin, Johnstone, Del Close and others will be used as a springboard to practice improvisational comedy technique in both short and long form. Students will have performance opportunities during the semester. *Extensive rehearsal time outside of class is required. Course is repeatable.*

THE384: Dramatic Theory and Criticism 3 credits
This course uses major writings in dramatic criticism to address how a production's concept reflects the historical, social and aesthetic background of the play. Theories of dramatic art and performance will also be studied. Videos, visiting lectures and field trips.
Prerequisites: THE212 and THE241 (may be taken concurrently) or permission of the instructor.

THE399: Dance Theatre 1-3 credits
Special topics include but are not limited to Playwriting, Creating Devised Theatre, Theatre for Social Justice, Drama, Service Learning Practicum.

THE402: Performance in Musical Theatre 1-3 credits
The performance skills of acting, voice and dance will be integrated and displayed by the student in the departmental musical production. Extensive time outside of class is required for rehearsals, tech and performances.
By audition or permission of the instructor only. Course is repeatable.

THE430: The Business of Acting 1 credit
The career of a professional actor is discussed including auditioning, photos and resumes. Students prepare audition monologues. Designer portfolios are also discussed. Videos, visiting lectures and field trips.

THE453: Theatre Management 3 credits

This course introduces the student to theatre careers in marketing, development and financial management. Projects will include season selection, budgeting and grant writing. The role of the producer is explored in depth. Students will have significant responsibility in the managerial and practical aspects at the Casino Theatre which culminates in professional public contact.

THE461: Directing Theory and Action 3 credits

The history and theory of directing is researched and applied as students gain practical experience directing scripted scenes and short plays. Students create a director's notebook and present their final project to an audience. Extensive time outside of class is required for rehearsals, tech and performance. Enrollment limited to 8 students.

Prerequisites: THE102, THE241 and THE335 or permission of the instructor.

THE485: Thesis Preparation 3 credits

Students will choose a theme, research it and compile material to create a showcase for their area of expertise.

Prerequisite: Senior status only. Fall semester.

THE490: Senior Thesis 3 credits

Senior Theatre majors participate in all areas of theatre production including acting, directing, playwriting and design. Students use found texts and journaling techniques to create a work-in-progress. The material is compiled, collaged and adapted to create a unique project that will be shown to the public.

THE491: Observership 3 credits

At least 100 hours are spent with a company or theatre in the United States where students attend rehearsals, observe professionals at work and work in the area of their focus. The course requires submission of a detailed journal and a major paper. Residencies must be approved by the head of the Theatre Arts program.

Prerequisites: Completion of five courses in theatre, recommendation of the supervising faculty member, permission of the participating organization.

THE499: Independent Study in Theatre 1-3 credits

Minor in Dance

The minor in dance allows students to further their knowledge and understanding of dance as a creative art form and study the many facets of dance, including theory, criticism, history, technique, body mechanics, injury prevention and composition. Students are encouraged to cultivate their strengths and find a unique artistic voice in preparation for future careers as performers, choreographers, and dance educators.

Students completing a minor in Dance complete the following (18 credits):

| | |
|-------------------------------------|---|
| DNC100: Introduction to Dance | 3 |
| DNC200: Dance History | 3 |
| DNC400: Choreography | 3 |

The following classes are taken twice:

| | |
|-------------------------------------|---|
| DNC220: Modern Dance Technique..... | 1 |
| DNC221: Jazz Dance Technique..... | 1 |
| DNC222: Ballet Technique..... | 1 |

Recommended (pick one of the following 3 credit courses)

| | |
|---|---|
| DNC300: Biomechanics and Injury Prevention for Dancers..... | 3 |
| MSC100: Introduction for Music: Masterpieces..... | 3 |
| MSC215: American Music..... | 3 |
| THE102: Introduction to Acting..... | 3 |
| THE135: Stagecraft..... | 3 |
| THE334: History and Use of Costumes on Stage..... | 3 |
| THE453: Theatre Management..... | 3 |

In addition, all Dance minors must participate in one mainstage Theatre Arts production as a crew member.

Dance Courses

DNC100: Introduction to Dance 3 credits

Core Complement in the Visual and Performing Arts

This course is designed for the beginning student who has little to no prior dance experience. Class work will survey ballet, modern and jazz dance techniques and styles while focusing on rhythm, dynamics, and coordination. Students will learn the fundamentals of dance technique with attention to alignment and spatial awareness. Class assignments include viewing and critically assessing live and pre-recorded dance concerts.

DNC123: Tap Dance 1 credit

The course is designed for students to study tap dance at a beginning/intermediate level. An emphasis will be placed on rhythmic proficiency, coordination, and performance skills. *Tap shoes are required.*

DNC124: Dance for the Musical Theatre 1 credit

This course is designed to introduce the student to a variety of musical theatre styles and techniques, from classic to contemporary. The foundation of the class will be jazz dance technique with an emphasis on style and expression. A workshop on basic tap technique will be taught. Class will consist of a thorough jazz warm-up, across-the-floor progressions and Broadway-inspired combinations. *Course is repeatable.*

DNC126: Conditioning for Dancers 1 credit

This course is designed for students to learn the beginner/intermediate Pilates mat sequence and additional somatic methods which relate to dance technique. Through the choreographed sequence of Pilates exercises students will address their alignment, strength and flexibility. Students enrolled in this class will gain more body awareness and be able to translate that into their dancing and everyday life. *Dance experience is not a requirement for this class.*

DNC127: Ballroom Dance 1 credit
This course will incorporate lead and follow skills, musicality, basic patterns and variations on timing, technique and style. Beginners welcome. No partner necessary. *Course is repeatable.*

DNC200: Dance History 3 credits
This course is designed for students to look at dance as a reflection of society and culture from prehistoric societies to the present. Students will focus on dancers, dance styles, dance works and dance literature to increase their understanding of how and why dance has evolved throughout history.

DNC220: Modern Dance Technique 1 credit
The emphasis of this class will be directed toward learning and developing both technical skills and aesthetic sensibilities at a moderately sophisticated level. The fundamentals of modern dance technique will be stressed along with rhythmic proficiency, performance, and artistry. Subtle differences in movement quality, energy and rhythm will be explored while working toward increased strength and flexibility. *Course is repeatable.*

DNC221: Jazz Dance Technique 1 credit
This course is designed for students to study the historical, philosophical and aesthetic components of American Jazz Dance. Students will be exposed to the different styles of Jazz Dance that exist right now in our culture. These styles include: Classical Jazz, Broadway Jazz, Contemporary Jazz and Lyrical Jazz. The study of each style will include technical and stylistic work. An emphasis will be placed on developing one's individual style and voice as a jazz dancer. *Course is repeatable.*

DNC222: Ballet Technique 1 credit
This course is designed for students to learn and develop both technical skills and aesthetic sensibilities at an intermediate level. It is assumed that students registered in this class will have had some amount of ballet training in order to perform at an intermediate level. Dancers in this class will be exposed to barre work and center work, with an emphasis on correct body alignment, musicality and embodiment of performance style. *Course is repeatable.*

DNC300: Biomechanics and Injury Prevention for Dancers 3 credits
This course explores anatomy, biomechanics, and injury prevention within the context of dance techniques. Course work will be divided between lecture and studio classes with a laboratory approach to ballet technique.

DNC370: Extensions Dance Company 1 credit
This course provides the students in Extensions Dance Company with the opportunity to further their training and proficiency by taking an advanced level technique class. The style is to be determined by the instructor. Students participating in Extensions Dance Company must be registered in this class. *By audition only. Course is repeatable.*

DNC399: Special Topics

1-3 credits

Special topics include but are not limited to Hip Hop dance.

DNC400: Choreography

3 credits

Choreography is a class which allows students to examine and practice various styles, methods, histories and the creative processes behind making new dance works. This course will combine physical, creative and scholarly components of dance composition. Students will not only create new, original works on themselves and their peers but will study other contemporary choreographers' creative processes, learn critical response methods for discussion and feedback about dance, become active and willing participants in improvisation structures and methods, and draw inspiration for dances from various creative sources that they will be exposed to throughout the semester.

Nursing

Department Chair: Eileen Gray, D.N.P., R.N., C.P.N.P.

The nursing educational program was established at Salve Regina University in 1949 and later became the first nationally accredited program in Rhode Island. True to the tradition of the Sisters of Mercy, the Department of Nursing creates a supportive learning community for students from all backgrounds and beliefs. The Department of Nursing endeavors to develop professional nurses who are liberally educated, ethically grounded, clinically competent providers of health care committed to human service and social justice regardless of the race, ethnicity or religion of the population served.

Committed to patient-centered care, graduates will recognize and include the patient or their designee as a full partner on the healthcare team. Graduates will be prepared to become lifelong learners, continuing to develop as health care providers and members of the global health partnership, crafting the role of the nurse of the future.

Graduates may earn a Bachelor of Science degree with a major in nursing by following one of the two tracks, the pre-licensure plan of study or the degree completion plan of study for students who are already registered nurses. Nursing majors who meet the qualifications are invited to join Sigma Theta Tau International, the international honor society of professional nurses.

Students are expected to maintain the highest standards of integrity and personal responsibility. Unethical behavior may negatively impact on the ability to attain employment in the nursing field.

Accreditation

Since its inception this baccalaureate program has maintained full approval by the Rhode Island Board of Nurse Registration and Nursing Education and is fully accredited by the Commission on Collegiate Nursing Education (CCNE).

Admission

Students who indicate on their Salve Regina application that they desire to major in nursing may be accepted into the nursing major if they meet the entrance requirements of the University and the Department of Nursing. Due to the site requirements for experiential learning courses in the upper division of the program, the number of students accepted into the major is limited.

In keeping with the drug-free workplace act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989, students in the Department of Nursing of SRU are expected to lead responsible lives and care for their own health and wellbeing so that they have the capacity to care for others. Substance abuse and its sequelae, addictive illness, impedes self-care and can lead to serious physical, psychological, and social problems ranging from loss of employment, loss of license to practice, and death.

Curriculum

The Bachelor of Science with a major in nursing prepares graduates to enter the profession as a provider of care; leader in the design, management and coordination of care; and an ongoing contributing member of this profession prepared to continue with professional education. The Salve Regina University program of study provides students with the core knowledge required of health care professionals and the unique knowledge, attitudes, and skills required by the discipline of nursing. Graduates are prepared to practice competently in a variety of settings and provide for the health and healing of patients across the lifespan and along the continuum of health.

Within the scope of practice of a novice professional nurse, graduates will provide health promotion, disease prevention, and risk reduction treatments using evidence-based clinical reasoning, combined with information management, patient care technology, and personal leadership skills to address the complex health care needs of the individuals, families, groups, communities and populations. Graduates will deliver individualized, high quality, safe nursing care that identifies, respects, and addresses patients' differences, values, preferences and expressed needs.

In keeping with the mission of the University and the Department of Nursing, all nursing students will complete three credits of service learning, defined as a teaching and learning strategy that integrates meaningful community service with instruction and reflection that enriches the learning experience, teaches civic responsibility, and strengthens communities. Service learning allows nursing students to connect their academic coursework with their role of citizen. The service learning experiences differ from the experiential learning courses in that a greater emphasis is placed on collaboration with the community of care in the development of the goals and objectives of the experience, reciprocal learning between participants and critical reflection.

Major in Nursing (B.S.)

Students may achieve a Bachelor of Science degree in nursing through either (1) the pre-licensure track for high school graduates, transfer and second degree students, or (2) the degree completion track available to licensed registered nurses who graduated from an accredited program awarding an Associate's degree in Nursing or a diploma in Nursing and have an active license as a registered nurse. To qualify for a Bachelor of Science degree with a major in nursing, students must have satisfactorily completed the plan of study specific to their track. Specific courses and a minimum of 60 graded credits must be completed at Salve Regina University in order to be eligible for honors designation. A minimum of 36 credits, exclusive of credit by examination options, must be taken at Salve Regina University to meet the residency requirement of the University.

All nursing majors are subject to academic and financial policies published in this catalog such as federal loan eligibility, satisfactory academic progress, grading and graduation.

Because pre-licensure students and registered nurses come with different backgrounds of preparation, the required courses in the two tracks are not identical. However, the academic expectations for the minimal level of achievement required to earn the Bachelor of Science degree with a major in nursing are the same. All graduates of either track are prepared to continue their education for a master's and doctorate degree in nursing.

Honor Society

Sigma Theta Tau International recognizes high achieving nursing students and professionals. The mission of the honor society is to support the learning, knowledge and professional development of nurses committed to making a difference in health worldwide.

Academic Expectations

Students are expected to demonstrate professional, ethical behaviors during all aspects of their academic program. Academic courses provide the building blocks of learning with increasing levels of complexity and expected proficiency as students move through the nursing program. The 100 and 200 level courses provide foundational information for the 300 and 400 level courses. Students are expected to successfully complete all 100 and 200 level courses since these will prepare them for the upper level course work required in the nursing major.

Students do not advance to the 300 level nursing courses unless they have earned at least the minimum grade of C in all 200 level nursing courses. No nursing student may progress to the 400 level nursing courses until earning at least the minimum grade of C in all 300 level nursing courses. (In unique situations the chair of the Department of Nursing may consider exceptions if there is space available in the desired course.)

Students who progress according to the suggested plan of study are given priority in classroom and clinical placements over students who take a leave of absence or who must repeat a course. Students who do not follow the plan of study will be placed in clinical courses on a space available basis. If there are more requests than there are spots available, preference will be given to students based on their overall GPA in nursing courses.

Nursing majors must maintain a minimum of a 2.700 GPA for progression and graduation in the program. Students must achieve a minimum grade of “C” (74) or “P” (pass) in the required courses of anatomy and physiology, chemistry, microbiology, and statistics as well as the nursing courses themselves. Policies for progression and retention within the major apply to all nursing students.

Academic Probation and Dismissal from the Nursing Major

Decisions regarding student acceptance, progression and retention within the major are based on the transcript current at the time the decision is made. Subsequent changes to the transcript will not retroactively alter the status of the student.

Nursing majors who attain a cumulative GPA of less than 2.700 will be placed on academic probation in the Department of Nursing. Students on academic probation are required to meet with their advisor in order to monitor the student’s progress in rectifying the situation. Failure to attain the required cumulative GPA of 2.700 after the prescribed probation period will result in the student’s dismissal from the nursing major. If a student is able to remediate the terms of the probation, and their GPA falls below a 2.700 a second time, the student will be dismissed from the nursing major.

If a student receives a grade of less than “C” or an “F” in a pass/fail nursing course, this course may be repeated only once. Failure to achieve a grade of “C” or higher or a “P” in the repeated course will result in dismissal from the nursing major. During the program of study the student may repeat no more than a total of two (2) nursing courses.

A student who fails to meet one or more of the stated requirements for progression or retention is dismissed from the nursing major. The student is informed of such action by a letter from the chair of the Department of Nursing. If the student still meets the minimal requirements of the University the student may continue as a Salve Regina student in another major.

Reinstatement Policy

After taking the time to review and remediate the situation that led to the academic probation, the student may petition the chair of the Department of Nursing for reinstatement. Each petition for reinstatement will be considered on an individual basis. Space availability in clinical courses will be one factor considered. Details about this process may be found in the Department of Nursing Student Handbook.

Student Health

It is the responsibility of the student to inform the chair of the Nursing Department, the Clinical/Lab Coordinator, and relevant faculty of any ongoing health concerns or changes in health status. Unless otherwise informed it will be assumed that a student is healthy and fully capable of responding to the challenges of the classroom and experiential learning activities of this program.

Student Health Insurance

Students are personally and financially responsible for their own health care. Health insurance is required for nursing students. Students must furnish proof of current health insurance. Part-time students who do not have health insurance coverage may purchase it through the Salve Regina University Business Office.

Smoking

Salve Regina University and the sites for experiential learning promote smoke-free environments and nursing students are expected to abide by these policies. Students who smoke and wish assistance in quitting may seek assistance through programs offered by Salve Regina Health Services.

Substance Abuse Policy

Salve Regina University expects all members of its community to adhere to and abide by all federal, state, and local laws concerning illegal substances and alcohol. Specifically, the University prohibits the unlawful possession, use, or distribution of alcohol, prescription drugs or illicit drugs anywhere on University property or within the framework of a University function.

Substance abuse, whether alcohol or other substances, is a major issue because it can compromise not only the learning environment but also the collaborative care that is provided to patients. Professional standards require that nursing students must be free of chemical impairment during participation in any aspect of their nursing education program whether in the classroom, laboratory, or sites for experiential learning. This includes during travel to and from locations of experiential learning. Students must notify the chair of the Department of Nursing within five days of any criminal drug arrest, arraignment and conviction.

In order to facilitate the identification and management of substance abuse problems, the Department of Nursing has adopted a written substance abuse policy. This policy is based on: (1) the assumption that addiction is an illness that can be successfully treated and that individuals can be returned to a productive level of functioning; and (2) the philosophy that the Department of Nursing is committed to assisting their students with recovery. Confidential information about various drug and alcohol counseling and rehabilitation programs will be provided to students.

Failure of a student to comply with this policy on substance abuse will result in disciplinary action that could include dismissal from the major, required completion of an appropriate rehabilitation program, and being reported to appropriate officials for prosecution under Rhode Island and United States law where penalties may include fines, imprisonment, or both. Details of this policy and procedure are found in the Department of Nursing Student Handbook.

Experiential Learning Drug Screening Policy and Procedure

Health care facilities and organizations require that students who participate in experiential learning assignments be subject to the same standards as their employees. Accordingly, the Department of Nursing requires nursing students to submit to a minimum of one urine drug screening. A negative urine drug screen is a condition for participation in the clinical component of the program. Details of this policy and procedure are found in the Department of Nursing Student Handbook.

Professional Liability Insurance

All students must have professional liability insurance before participating in experiential learning. A clinical laboratory fee includes the purchase by the University of Professional Liability Insurance for pre-licensure students.

Assignments for Experiential Learning

Students are provided with a variety of out-of-classroom assignments. Assignments are based upon students' educational needs in relation to curriculum and course objectives and the availability of sites with our educational partners. Specific assignments to agencies are subject to change as situations require.

Transportation

Transportation to sites for experiential learning is the responsibility of the student.

Clearance for Experiential Learning

No student will be allowed to start an experiential learning activity until a clinical clearance is obtained. Clinical clearance is granted by the Clinical/Lab Coordinator when all requirements are fulfilled. It is the responsibility of each nursing major to ensure that all items are on file four weeks prior to the start of the semester in which he or she will be having direct contact with patients.

Before the first course with experiential learning, all students must submit the following to the department's Clinical Coordinator: 1) documentation of a physical exam during the past year, 2) documentation of having received the Tdap vaccine and a 2-step PPD, 3) record of varicella, Hepatitis B, measles, mumps, and rubella titres, 4) signed Hepatitis B declination/ waiver form if vaccine refused, 5) national criminal background check, 6) urine drug screen, and 7) current American Heart Association Basic Life Support for Health Care Providers certification.

During the fall semester, students are strongly encouraged to get the influenza vaccine as soon as possible. Students are advised that some facilities require the influenza vaccine. who refuse must sign a flu declination form or provide a medical waiver from their health care provider.

In subsequent years, the following information must be on file in the nursing department: 1) a current annual PPD, 2) current CPR certification, and 3) documentation of any changes in physical or health status.

Professional Behaviors and Attire

When Salve Regina University nursing students leave campus as part of their educational experience they represent not only themselves, but also the other members of the student body, the faculty, and the University as a whole. Professional behaviors and attire are expected at all times. Students must wear the appropriate University uniform when participating in experiential learning events. The student who does not comply may be barred from the activities. Details of this policy are found in the Department of Nursing Student Handbook.

Nursing Courses**NUR130: Medical Terminology** 1 credit

Communication between medical specialists and supporting staff requires knowledge of a consistent and reproducible vocabulary. It is important for students to realize that accurate spelling, pronunciation and usage of medical terms is of extreme importance in the care of a patient. This course offers health related personnel a simple approach to the building blocks of medical terminology: roots, prefixes and suffixes. Terminology for basic medical disciplines as well as medical specialties will be included. A variety of commonly used words or phrases for which there are medical terms will be presented.

NUR150: Introduction to Professional Nursing 1 credit

This course introduces the development of the discipline of nursing and the expectations of the nurse of the future. Topics include nursing history, nursing theories and models of practice, the various settings of practice and the roles of the professional nurse, the social policy statement of the profession, the scope and standards of nursing practice, ethical and legal challenges encountered in practice, and the responsibility of the nurse to communicate appropriately and effectively while advocating for both the patients and the profession.

Open to non-nursing majors with permission of the department chair.

NUR216: Health Care Informatics 3 credits

This course establishes the foundational knowledge for understanding and practicing nursing informatics in health care settings. It will explore the impact on patient care within the contemporary health care environment and examine a variety of interactive strategies and technologies used to enhance health care delivery to consumers. Core and supporting models and theories for nursing informatics and the sciences that support nursing informatics are studied. Consideration is given to the use of information technology to support decisions that promote safety and quality in patient-centered care, and concerns about protecting information and system integrity are addressed.

NUR230: Human Pathophysiology 3 credits

This course includes the concepts of matter, energy, motion of fluids, and electrical impulses from the field of physics as it explores the disruptions of normal physiology and the related signs, symptoms, physical and laboratory findings. The etiology, pathogenesis, clinical manifestations, and sequelae of various alterations of human structure and function will be examined.

Transcultural pathologies will be reviewed as well as pathological conditions that have a higher incidence in humans at specific stages of growth and development.
Prerequisites: BIO205, BIO206, BIO207, CHM121.

NUR240: Pharmacotherapy 3 credits
This course provides an introductory study of the principles of drug action and drug therapy in health and illness. Prototypical agents from major drug classifications, routes of administration, standards of care, legislation requirements and nursing responsibilities will be explored. Variation in medication administration policies related to patient variations in gender, age, culture, environmental challenges and diagnoses will be considered. Emphasis is on nursing responsibilities for accurate dosage calculation, patients' rights in safe administration, and legal considerations in the delivery of medication.
Prerequisite: NUR230.

NUR250: Normal and Therapeutic Nutrition 3 credits
This course introduces the science of nutrition. The normal nutritional requirements of humans throughout the lifespan are presented as a basis for planning an adequate diet with consideration for variation in food choices due to social, economic, cultural, ethnic and psychological factors. Health promotion guidelines and patient diet therapy for various genetic and systemic disorders are discussed. Implications of possible interactions between foods, herbal therapies and pharmaceutical therapies will be explored.
Prerequisite: CHM121.

NUR332: Holistic Health Assessment and Health Promotion 3 credits
This course focuses on the knowledge, procedures and skills required to perform and document a holistic health assessment, diagnosis and plan of patients from across the lifespan and in various settings. Techniques for assessment of the physical, spiritual, psychological and socio-cultural aspects of a patient are presented with special considerations of unique populations and age groups. Assessment skills may be performed in both the nursing lab and in community settings. The use of the nursing process to assess, determine nursing diagnoses, plan, develop interventions and evaluative procedures for health and wellness promotion, illness prevention, and risk anticipation, and the utilization of referral to colleagues will be included. The systematic approach to documentation will be included in the process.
Prerequisites: All 200 level nursing courses or permission of the chair of the Department of Nursing.

NUR334: Genetics and Genomics 3 credits
This course introduces the advances made in the field of genetics (the study of individual genes) and genomics (the study of all the genes in the human genome) and the application of resulting technologies to patient care. Essentially all human conditions and diseases have a genetic or genomic component. Options for care are increasingly including genetic and genomic information for disease prevention, screening, diagnostic prognosis, selection of treatment and monitoring of treatment effectiveness. Anticipated future research findings and their expected impact on patient care, the possible ethical, fiscal and social justice issues will be considered.
Prerequisites: BIO205 and BIO206.

NUR336: Research and Evidence-based Practice 3 credits

This course focuses on the role of the professional nurse as an informed consumer of research and other evidence to facilitate care of individuals, families, groups, and communities. Emphasis is placed on the introduction to the values, characteristics and process of quantitative and qualitative research. The student examines the research process and develops the beginning skills of analysis and critique of nursing research. Emphasis is placed on the development of clinical reasoning by analyzing published studies related to the delivery of nursing care. The professional responsibility to apply findings to direct patient care and develop best practices in nursing care is presented..

Prerequisite: STA201.

NUR338: Care of Adults with Chronic Health Conditions 3 credits

This course introduces the knowledge and fundamental skills for holistic nursing care with adults and older adults, women and men from diverse backgrounds living with a chronic illness and the appropriate therapeutic responses based on the patient's understanding of the risk factors and morbidity common during the aging process. Students will learn how to assess each patient's personal perception of health, the impact of the chronic illness on the patient and their family, including the common physiological, spiritual, psychological, and social changes, challenges, and adaptations used by adults and older adults. Nursing interventions will integrate critical analysis of clinical findings, evidence-based practice, patient advocacy and teaching, communication, patient safety, and professional functioning within a multi-professional team in order to provide appropriate patient-centered care for patients and their families.

Prerequisites: All 200 level nursing courses, NUR332 and NUR336.

Co-requisite: NUR339.

NUR339: Experiential Learning: Care of Adults with Chronic Health Conditions 3 credits

This course presents students with the opportunity to provide appropriate, safe, holistic nursing care with adults and older adults from diverse backgrounds living with chronic health problems, while also minimizing the occurrence of additional health challenges. Using the nursing process and in collaboration with the patient, students will provide appropriate patient-centered, ethical, cost effective nursing interventions that support the healthy adaptation and well-being of patients and their families at the highest level of independence. Appropriate therapeutic responses will be based on critical analysis of research and evidence-based practice, methods for patient advocacy and teaching, issues of patient safety, clinical reasoning skills, and processes for documentation and communication, and the implementation of the nursing role in a variety of settings and within a multi-professional team.

Co-requisite: NUR338.

NUR344: Care of Adults with Acute Health Conditions 3 credits

This course presents the knowledge and skills necessary to provide holistic nursing care for adults and older adults from diverse backgrounds experiencing acute health conditions. The appropriate therapeutic responses will be based on the patient's personal perception of health, understanding of risk factors,

morbidity, and mortality common with their acute health condition. Genetic syndromes and the interaction of acute and chronic co-morbid conditions common in older adults will be presented. Students will learn the impact of acute disease on patients and their families, including the common physiological, spiritual, psychological, and social changes, challenges, and adaptations used by adults and older adults. Nursing interventions will integrate critical analysis of clinical findings, research, evidence-based practice, patient advocacy and teaching, communication, patient safety, and professional functioning within a multi-professional team in order to provide appropriate patient-centered care for patients and their families.

Prerequisites: NUR332, NUR338, and NUR339. *Co-requisite:* NUR345.

**NUR345: Experiential Learning: Care of Adults with
Acute Health Conditions**

3 credits

This course presents students with the opportunity to provide appropriate, safe, holistic nursing care of adults and older adults from diverse backgrounds who are experiencing acute health conditions, while also minimizing the potential for the occurrence of additional health challenges. Using the nursing process and in collaboration with the patient, students will provide appropriate patient-centered, ethical, cost effective nursing interventions that support the healthy adaptation and well-being of patients and their families at the highest level of independence. Appropriate therapeutic responses will be based on critical analysis of research and evidence-based practice, methods for patient advocacy and teaching, issues of patient safety, clinical reasoning skills, and processes for documentation and communication, and the nursing roles within a multi-professional team.

Co-requisite: NUR344.

**NUR346: Families in Transition: Care of Childbearing and
Childrearing Families**

3 credits

This course presents the knowledge and skills necessary to provide holistic nursing care with individuals and their families during the years of childbearing and childrearing. Content includes women's health, reproductive issues, genetic counseling, pre-natal and postpartum assessments and treatments, and the specialized assessments and interventions required during the intrapartum experience. Knowledge of the growth and development of the child from birth to adolescence, altered patterns in growth and health, and the treatment and rehabilitation of children when they experience a genetic or microbial threat to their well-being will make possible the appropriate care of the patient and their family. Biological, psychosocial, spiritual, and cultural considerations that impact the childbearing and childrearing family are addressed using a family-centered approach. Nursing interventions will integrate critical analysis of clinical findings, research, evidence-based practice, patient advocacy and teaching, communication, patient safety, and professional functioning within a multi-professional team in order to provide appropriate patient-centered care for patients and their families.

Prerequisites: NUR332, NUR338, NUR339 and core complement course in Sociology. *Co-requisite:* NUR347.

NUR347: Experiential Learning: Care of the Childbearing and Childrearing Families 3 credits

This course presents students with the opportunity to provide appropriate, safe, holistic nursing care with childbearing and childrearing families from diverse backgrounds while also minimizing the potential for the occurrence of additional health challenges for the patient and their family. Collaboration with the patient will provide the basis for patient-centered, ethical, cost effective nursing interventions that support the healthy adaptation and well-being of patients and their families in a variety of settings. Appropriate therapeutic responses will be based on the patient's perception of health and understanding of risk factors, critical analysis of clinical findings, clinical research, evidence-based practice, methods of patient advocacy and teaching, issues of patient safety, clinical reasoning skills, processes for documentation and communication, and the nursing roles within a multi-professional team.

Co-requisite: NUR346.

NUR371: Service Learning I 1 credit

In this course students initiate their involvement in processes of health promotion, illness prevention and risk reduction in a collaborative and tangible way within a community. Students connect what they have learned in the classroom to real problems in the world as actively contributing citizens. Service-learning emphasizes collaboration in the development of the goals and objectives of the experience, reciprocal learning between participants, and critical reflection.

Prerequisite: NUR339, Junior level standing or permission of Chair of Department of Nursing.

NUR432: Care of Patients with Mental Health Conditions 3 credits

This course presents the knowledge and skills necessary to provide holistic nursing care with patients experiencing abnormal mental health processes and the appropriate therapeutic responses for patients from diverse backgrounds. Genetic syndromes and the interaction of acute and chronic co-morbid conditions common in mental health patients will be explored. Emphasis will be placed on the process of assessment of mental health conditions and their impact on patients and their families, including the common physiological, spiritual, psychological, and social changes, challenges and adaptations used. Nursing interventions will integrate critical analysis of evidence-based practice, patient advocacy and teaching, communication, patient safety, and professional functioning within a multi-disciplinary team in order to provide appropriate patient-centered care.

Prerequisites: 300 level nursing courses and core complement in Psychology.
Co-requisite: NUR433.

NUR433: Experiential Learning: Care of Patients with Mental Health Conditions 3 credits

This course presents students with the opportunity to provide appropriate, safe, holistic nursing care to individuals with mental health conditions, while also minimizing the potential for the occurrence of additional health challenges for the patient and their family. Collaboration with the patient will provide the basis for appropriate patient-centered, ethical, cost-effective nursing care to mentally

ill patients in a variety of settings. Appropriate therapeutic responses will be based on the patient's perception of health and understanding of risk factors, critical analysis of clinical findings, clinical research, evidence-based practice, clinical reasoning skills, methods of patient advocacy and teaching, issues of patient safety, processes for documentation and communication, and the nursing roles within a multi-professional team.

Co-requisite NUR432.

NUR436: Care of Families in Transition: Aging and End-of-Life Care 3 credits

This course presents the knowledge and skills necessary to provide holistic nursing care of families challenged by the loss of abilities of family members due to aging and the need for end-of-life care, with special attention to issues of quality of life of the patient and family members. Emphasis will be placed on assessment of function, physical, cognitive, psychological, and social changes common in old age, and the complex symptomatology, pain management, and risk factors associated with decline in health status. Attitudes and values that affect care to the aged and the dying process will be explored. Content related to end of life issues for the elderly, including communication, evidence-based practice, cultural expectations, spiritual and religious values, and planning advanced directives will be explored.

Prerequisites: 300 level nursing courses. Co-requisite: NUR437.

NUR437: Experiential Learning: Families in Transition:

Aging and End-of-Life Care.

3 credits

This course presents students with the opportunity to provide appropriate, safe, holistic nursing care to families with aged members and patients who are approaching the end-of-life, while also minimizing the potential for the occurrence of additional health challenges for patients and their family. Collaboration with the patient will provide the basis for appropriate patient-centered, ethical, cost-effective nursing care to aged individuals, dying patients and their families in a variety of settings. Appropriate therapeutic responses will be based on the patient's perception of health and understanding of risk factors, critical analysis of clinical findings, clinical research, evidence-based practice, clinical reasoning skills, methods of patient advocacy and teaching, issues of patient safety, processes for documentation and communication, and the nursing roles within a multi-professional team.

Co-requisite: NUR436.

NUR442: Care of Adults with Complex Health Conditions 3 credits

This course presents the knowledge and skills necessary to provide holistic nursing care with adults and older adults experiencing complex, multi-dimensional disease processes. Emphasis will be placed on the assessment of a complex health condition, including the physiological, spiritual, psychological, and social adaptations used by patients from diverse backgrounds. Nursing interventions will integrate critical analysis of clinical findings, clinical research and evidence-based practice, patient advocacy and teaching, patient safety, communication and professional functioning within a multi-professional team in order to plan appropriate patient-centered care for individuals and their families.

Prerequisites: 300 level nursing courses. Co-requisite: NUR443.

NUR443: Experiential Learning: Care of Adults with Complex Health Conditions 3 credits

This course presents students with the opportunity to provide appropriate, safe, holistic nursing care of adults and older adults experiencing complex, multidimensional health conditions, including life threatening critical illnesses, while simultaneously minimizing the potential for the occurrence of additional health challenges. Appropriate therapeutic responses will be based on the patient's perception of health and understanding of risk factors, critical analysis of clinical findings, clinical research, evidence-based practice, methods of patient advocacy and teaching, communication, and the nursing roles within a multi-professional team.

Co-requisite: NUR442.

NUR444: Public Health and Disaster Response Planning 3 credits

This course introduces the student to public health nursing. Epidemiological principles will be utilized in discussing global health issues, environmental health, infectious disease, and health disparities within populations. Concepts of vulnerability to natural and man-made disasters, and the challenges of prevention and health care advocacy for the preparedness of all will be explored within the context of social justice. Community disaster preparation and management will be explored. Local, regional and national preparedness will be evaluated with an emphasis on the effect on the local community. This course may include fieldwork on a public health issue.

Prerequisites: 300 level nursing courses.

NUR446: Leadership and Management 3 credits

This course presents concepts of organizational and systems leadership, quality improvement, risk management and patient safety that promote high quality patient care within institutional and community arenas. Principles of leadership and management are discussed with emphasis on the mission and vision of an organization, models of care delivery, and communication across the continuum of care. After analyzing trends and issues in the current health care system, students will determine ways they can provide the leadership required to affect a positive change within the evolving environment of health care. This course may include fieldwork.

Prerequisites: 300 level nursing courses.

NUR450: Preparation for Professional Licensure 1 credit

This course provides students with the information, content, and test-taking strategies required to prepare for the computerized testing necessary to obtain licensure.

Prerequisite: Last semester of study in pre-licensure track.

- NUR451: Capstone in Nursing** 2 credits
This course provides the opportunity for the student to demonstrate synthesis of the knowledge, attitudes, and skills of a developing professional nurse while participating in more autonomous and collaborative clinical functioning within a selected setting. The student will organize, prioritize, and delegate care of patients, as appropriate within a multi-professional system of patient care. Seminar sessions will explore the emerging challenges of professional practice within the particular setting.
Prerequisites: 300 level nursing courses.
- NUR472: Service Learning II** 1 credit
In this course students continue their involvement in processes of health promotion, illness prevention and risk reduction in a collaborative and tangible way within a community.
Prerequisite: NUR371.
- NUR473: Service Learning III** 1 credit
In this course students continue their involvement in processes of health promotion, illness prevention and risk reduction in a collaborative and tangible way within a community.
Prerequisite: NUR472.
- NUR475: Service Learning IV** 3 credits
This service-learning course provides a unique opportunity for students to become involved in an immersion experience. This course will provide an intensive, short-term health care experience within a community either in the United States or abroad.
Open to pre-licensure and degree completion nursing students.
- NUR480: Senior Thesis in Nursing 1** 1 credit
This course provides eligible students with the opportunity to initiate a two semester process of serious scholarship focused on an issue integral to the discipline of nursing. Adhering to scholarly standards for research and writing in the profession, the student will develop a professional paper for presentation in the subsequent course, NUR482.
Recommended for students with a GPA of 3.0 or higher who plan to go to graduate school.
- NUR482: Senior Thesis in Nursing 2** 1 credit
Registration for this course is necessary to complete the process of writing and making a presentation of the proposition, findings, and recommendations.
Pre-requisite: NUR480.

Pell Honors Program

Director: Khalil Habib, Ph.D.

The Pell Honors program promotes the University's Mission of preparing students to serve the community, to seek peace and justice in the world, and to be responsible citizens at the local, national, and international levels.

The Pell Honors program is highly selective, but is open to students in any academic discipline. Students who receive the Dean's, Trustee's, McAuley or Presidential Scholarships, or who are nominated by a Salve Regina University faculty member or the Office of Admissions are invited to apply for acceptance into the program. Students who earn at least a 3.75 cumulative GPA in their first semester at Salve Regina University may also apply by submitting an application and two letters of recommendation from Salve Regina University full-time faculty, which is followed by an interview with the director of the Pell Honors program.

Students pursue a challenging course of study comprised of courses linked thematically to the Pell Center's focus on citizenship and public service, and the ideals that characterized Rhode Island Senator Claiborne Pell's long and illustrious career in the United States Senate. The honors program extends through the traditional four years of baccalaureate study and consists of four main components:

1. Specially-designed honors sections of the New Student Seminar and core courses;
2. Co-curricular activities connected with the Pell Center;
3. A junior-level internship or study-abroad experience;
4. The Pell Honors Capstone Experience.

Pell Honors students must maintain a minimum 3.3 cumulative grade point average to remain in the program.

Pell Honors Four-Year Plan of Study

First year courses:

Participants are required to complete Pell sections of the following courses:

| | |
|--|---|
| GST110: New Student Seminar | 1 |
| GST150: Portal: Seeking Wisdom | 3 |
| ENG150: What It Means to Be Human..... | 3 |

Participants are also required to take Pell sections of two of the following courses:

| | |
|--|---|
| POL120: Introduction to World Politics..... | 3 |
| HIS103: Western Civilization I or HIS104: Western Civilization II..... | 3 |
| HIS113: History of the US to 1877 or HIS114: History of the US since 1877 | 3 |
| SOA110: The Sociological Imagination..... | 3 |

These courses help the student to fulfill the social science core complement requirements. Special exceptions due to the transfer of credit and/or advanced placement credit can be made by petitioning the Director of the Pell Honors program. Additional Pell designated courses in the social sciences and the humanities may also be offered in rotation and when available.

Second year courses:

Pell Scholars in their second year will be asked to take a Pell Special Topic course, **PEL299**, in each semester, for a total of two Special Topics. The offerings will vary each semester with topics that are both contemporary and diverse.

Fourth year courses:

During the fourth year Pell Scholars satisfy the University Capstone requirement by enrolling in a Pell designated Capstone Experience seminar:

Pell Courses

PEL299: Special Topics 3 credits

**GST450: Capstone Experience: Living Wisdom
Contemporary Challenges** 3 credits

Common Core Requirement - all Pell Scholars must complete this course.

As the capstone of the University’s core curriculum and the Pell Honors Program, this course is focused on the theme of “the common good,” and encourages students to integrate their Pell undergraduate experience and look toward their future with thoughtfulness, sensitivity, and openness. Using the liberal arts skills of critical reading, discussion, analysis, and writing, this course will challenge students to address issues of personal development as well as social concerns in ways that reflect the mission of the University. Required readings will engage personal, social, philosophical and/or religious themes.

Prerequisites: PHL220 and RST210, senior standing.

Philosophy

Department Chair: Thomas Svogun, J.D.

Philosophy, or the love of wisdom, embraces a number of diverse traditions from the West and the East. The Department of Philosophy draws on this enriching diversity while being sensitive to and supportive of the Roman Catholic heritage of the University's tradition. Philosophy introduces students to representative philosophical issues in human life, and cultivates in them a capacity to apply philosophical methods to intellectual, moral, and social problems. Such issues are complex and controversial, and, while there are no easy answers, it matters greatly which answers are accepted or decided on. Engaging in philosophy develops a critical mind, a balance of analytic and interpretive abilities, a capacity for the imaginative development of abstract formulations and their concrete application in human society.

Students hoping to major or minor in Philosophy must have achieved a cumulative grade point average of 2.7 at the time of application to the department. Majors and minors are required to maintain a grade point average of 3.0 in Philosophy courses and a cumulative grade point average of 2.7 overall.

Major in Philosophy (B.A.)

Students majoring in Philosophy take a minimum of 10 courses (30 credits) including four required courses:

| | |
|--|---|
| PHL120: Logic | 3 |
| PHL271: Ancient and Medieval Philosophy | 3 |
| PHL260: Ethical Issues..... | 3 |
| PHL272: Modern Philosophy | 3 |
| Six courses (18 credits) at the 200-level or higher, approved by Department of Philosophy advisor. | |

Minor in Philosophy

Students completing a minor in Philosophy take a minimum of six philosophy courses (18 credits). Required courses:

| | |
|--|---|
| Three credits in either PHL271: Ancient and Medieval Philosophy or PHL272: Modern Philosophy..... | 3 |
| PHL260: Ethical Issues..... | 3 |
| Four additional courses (12 credits) in Philosophy approved by the student's Department of Philosophy advisor. | |

Philosophy Courses

- PHL120: Logic** 3 credits
 An introduction to methods and modes of inference, argumentation and persuasion. Basic forms of arguments and criteria for their evaluation are examined. Strategies for applying such knowledge and skills to current issues are suggested.
- PHL201: Classical Political Philosophy** 3 credits
 Students will read and discuss the most important texts of political philosophers, from the origin of political philosophy (Plato and Aristotle), to the impact of Christianity (St. Augustine and St. Thomas Aquinas), to the ultimate break with the classical tradition and the turn toward modern politics (Machiavelli). *Cross-listed with POL201.*
- PHL202: Modern Political Philosophy** 3 credits
 Students will read and discuss the most important texts of modern political philosophy. We will examine concepts vital to contemporary politics, such as natural rights, the foundation of legitimate government, justification for revolution, and the protection of individual freedoms. *Cross-listed with POL202.*
- PHL220: Philosophy and Responsibility** 3 credits
Common Core Requirement
 Reading and discussing some of the greatest writings in philosophy, students examine issues in social ethics that are central to understanding and improving human life in society and the world. Topics examined include, but are not restricted to, responsibility, community, and justice.
Prerequisites: GST150 and ENG150.
- PHL260: Ethical Issues** 3 credits
 This course examines contemporary issues whose understanding requires ethical analysis and whose solutions must engage us in ethical deliberation. Such issues are broad in their socio-political or cultural scope and foster in us a capacity, not only to recognize ethical dimensions of our personal and social lives, but a capacity to identify wherein solutions may lie. Issues to be examined may include, but are not restricted to: technology, bio-medical challenges, justice, war, the law-ethics tension, environmental issues, and sexual morality. The schedule of classes each semester should be consulted for the identification of the emphases for that semester.
- PHL271: Ancient and Medieval Philosophy** 3 credits
 A survey of major themes, thinkers, and schools in the Western tradition, from the Greco-Roman through the Medieval and Renaissance periods.
- PHL272: Modern Philosophy** 3 credits
 A survey of the major themes, thinkers, and schools in the Rationalists, Empiricist, and Idealist traditions.

PHL325: Philosophy of Law 3 credits

An examination of the nature of law from the leading philosophical perspectives. Readings include representative writers from the traditions of natural law, legal positivism, historical jurisprudence, and integrative legal studies. The course centers on law's commitment to establishing justice and an order integrally directed to the flourishing of the human good. *Cross-listed with ADJ325.*

PHL399: Special Topics 3 credits

This course provides opportunities to explore special interest questions and topics in philosophy that are not included in the standard curriculum. Students should consult each semester's schedule of classes for descriptions of that semester's offerings. This is a partial list of Special Topics offerings: Emerson and American Idealism; Environmental Ethics; Existentialism; Muslim Political Philosophy; Plato; Science Fiction and Philosophy; Women and Philosophy; Philosophy on Literature; Philosophy of Evolution; and Morality and Politics.

PHL410: Classic American Philosophy 3 credits

Beginning with the colonial period and extending to John Dewey, this is a survey of social, moral, and metaphysical ideas that have proved to be significant in the U.S. *Cross-listed with AST410.*

PHL450: Metaphysics 3 credits

This course introduces students to fundamental questions about human existence and what it means to be human. Metaphysical questions are taken up, e.g., the mind-body problem, consciousness, freedom, identity, personhood, along with some ethical and socio-political applications.

PHL460: Epistemology 3 credits

An inquiry into the human capacity to know. Sensation, perception, intuition, imagination, understanding, and reason are all examined as potential sources of human cognition. A wide range of philosophers is drawn upon in the individual inquiries into these cognitive faculties.

PHL499: Independent Study 3-6 credits

Course work arranged for majors to pursue avenues of learning outside the existing offerings of the department.

Political Science and International Relations

Department Chair: Clark Merrill, Ph.D.

Aristotle described political science as the “highest and ruling science” for human actions because it aims at the human good in the most comprehensive sense. Those who study political science inquire into the permanent questions of justice and the good life, as well as the particular, urgent decisions facing leaders and citizens in the United States and the international arena. The Department of Political Science and International Relations provides students with essential knowledge of institutions and regimes, legislation and constitutional law, diplomacy and war, while also grounding students in the teachings of the great political philosophers.

Our program offers a major and minor in Political Science and a Master of Arts degree in International Relations. Course work covers the full range of the discipline’s subfields: American politics, comparative politics, international relations and political theory. Majors may complete a concentration in American Government or in International Relations and Comparative Politics; alternatively, they may major without a concentration.

Our challenging curriculum hones students’ skills of critical reasoning, research, writing, speaking, planning and organization, teaching them how to gather relevant information, form logical and clear arguments and articulate their thoughts. With this training, our majors are well prepared for both graduate programs and professional careers. While many attend law school, others find success in such fields as international relations, national intelligence, homeland security, law enforcement, lobbying, teaching, business, and the nonprofit sector.

Through the University’s accelerated program, highly motivated and qualified undergraduates can earn both a bachelor’s degree in political science and a master’s degree in international relations within five years.

Not more than three Political Science transfer courses, with the permission of the department chair, may be applied toward fulfillment of the major or minor. Majors and minors are expected to achieve grades of C- or higher in all Political Science courses.

Major in Political Science (B.A.)

Majors take a minimum of 12 courses (34 credits):

| | |
|--|---|
| POL201/PHL201: Classical Political Philosophy | 3 |
| POL202/PHL202: Modern Political Philosophy | 3 |
| POL215: American Government: Classic and Contemporary Readings..... | 3 |
| POL372: Seminar in Research and Methodology | 3 |
| POL400: Guided Research..... | 3 |
| POL402: Multi-Media Research Application | 1 |
| Six elective Political Science courses (18 credits), approved by department faculty at the 200-level or above. | |

Political Science majors do not need a concentration, but they may choose one of the following two concentrations:

American Government Concentration:

In addition to the required courses (16 credits), the Political Science major may choose to take five of the six electives from the following American Government courses: POL222, 316, 324, 398, 403, 414, 415, 421, or 422.

International Relations and Comparative Politics Concentration:

In addition to the required courses (16 credits), the Political Science major may choose to take five of the six electives, from the following International Relations and Comparative Politics courses: POL211, 213, 240, 330, 331, 332, 333, 334, 399, 405, 415, 420.

Students preparing for graduate school are recommended to take STA201 and ECN101.

Minor in Political Science

Students completing a minor in Political Science take a minimum of six courses (18 credits):

| | |
|--|---|
| POL201/PHL201: Classical Political Philosophy | 3 |
| POL202/PHL202: Modern Political Philosophy | 3 |
| POL215: American Government: Classic and Contemporary Readings..... | 3 |
| Three elective Political Science courses (9 credits) approved by the department faculty at the 200-level or above. | |

Joint Bachelors/Master’s Degree program leading to a Master of Arts in International Relations

Political Science students, who plan to earn a graduate degree in international relations, may take advantage of a five-year program developed for undergraduates who qualify and are highly motivated. This program allows students to complete their undergraduate and graduate degree requirements within five years rather than the usual five and a half years, studying full-time. Candidates for the program must apply by February 15 of the junior year. All acceptances are conditioned on successfully completing the undergraduate degree. Students interested in pursuing a five-year program should contact their advisor as soon as they develop that interest.

Political Science Courses

POL115: The American Political System 3 credits

Core Complement Course in Social Sciences

An overview of American politics and institutions from the founding and the framing of the U.S. Constitution to today. Provides an understanding of the presidency, Congress, the Supreme Court, the media, political parties, interest groups, and the federal-state relations. Through reading The Constitution and other original documents, students learn basic political concepts such as limited government, separation of powers, and the rule of law.

POL120: Introduction to World Politics 3 credits

Core Complement Course in Social Sciences

This course will introduce students to the fundamental political questions: the political nature of human beings and the necessity for laws, human rights and the limits of political power, war and the tasks of statecraft, democracy and the demands of justice. We will examine the ways different peoples, classes, cultures, and nations organize themselves politically, create institutions, seek common goals, and resolve conflicts.

POL201: Classical Political Philosophy 3 credits

Students will read and discuss the most important texts of political philosophers, from the origin of political philosophy (Plato and Aristotle), to the impact of Christianity (St. Augustine and St. Thomas Aquinas), to the ultimate break with the classical tradition and the turn toward modern Political Science (Machiavelli). *Cross-listed with PHL201.*

POL202: Modern Political Philosophy 3 credits

Students will read and discuss the most important texts of modern political philosophy. We will examine concepts vital to contemporary Political Science, such as natural rights, the foundation of legitimate government, justifications for revolution, and the protection of individual freedoms. *Cross-listed with PHL202.*

POL211: International Relations/Organizations 3 credits

An introduction to the origins, forms and forces of the nation-state system, the conduct and practice of diplomacy, and the analysis of contemporary problem areas. Included will be an analysis of the factors influencing the development of international and non-government organizations and an examination of their contemporary role.

POL213: Global Environmental Politics 3 credits

This course focuses on the political dimension of how humans affect the environment. The facts of poor ecosystem management are shocking: Half the world's tropical and temperate forests have vanished; deforestation in the tropics is accelerating; 90 percent of predatory fish have disappeared; species now become extinct 1,000 times faster than "normal." Yet the earth itself offers means for both survival and advancement. We examine the causes of our present dilemma, as well as the political challenges in the search for solutions.

POL215: American Government: Classic and Contemporary Readings 3 credits
This course examines the origins, development, and present status of political life in the United States at the national level. Special emphasis is placed on the Founding and the three branches of government. Readings are chosen to represent the best of what political scientists, historians, journalists, and governmental leaders have to say about American government.

POL222: American Legal History 3 credits
This course examines the roots of order in the United States by emphasizing certain institutions, customs, ideas and beliefs which continue to nurture order in the republic and the individual. We will examine, successively, the legacy of order received from the Hebrews, the classical culture of the Greeks and the Romans, the medieval world and the age of the Reformation, the turbulent civilization of the 17th century, the elegant civilization of the 18th century, and America's colonial experience. Examination of the Federalist Papers and the influence of the Founding Fathers on the establishment of our judicial branch of government will complete our study. *Cross-listed with ADJ222.*

POL240: Comparative Politics 3 credits
The central objective of this course is to give students a sense of what they know and what they do not know about the world - by looking at how geography, culture, history, and markets influence politics in different nation-states. Students will explore why political institutions and patterns of political behavior vary from one nation-state or region of the world to another. Topics such as democratization and nationalism will receive particular attention.

POL299 Special Topics 3 credits
Special Topics courses are offered to supplement the educational experience with unique courses that are not part of the normal course offerings.

POL316: Political Parties and Public Opinions 3 credits
This course studies the history, functions, organizations, and activities of political parties, including the nomination process, primaries and conventions, elections, and the role parties play in Congress and state legislatures. The course also studies the role public opinion plays in a democratic republic, including the evolving role of technology and the media.

POL324: American Political Thought 3 credits
This course traces the great ideas that have shaped the political history of America from its origins in English liberalism to contemporary debates over progressivism. By examining material from political, historical, and literary sources, this course surveys the dominant ideas of each epoch and the moral systems that underpin them. *Cross-listed with HIS324.*

POL330: Politics of Developing Nations 3 credits
This course examines the causes, effects, and ethical implications of development from historical and theoretical perspectives. Topics include the difference between traditional, modern, and underdeveloped societies; colonialism and its legacy; the nature and extent of poverty in today's world; state institutions and policies; and the international system in which developing nations exist.

POL331: Contemporary Latin America 3 credits
Central and South America and the islands of the Caribbean are discussed in terms of economic development, political and social reform, the military elite and church-state relations. *Cross-listed with HIS331.*

POL332: Contemporary Middle East 3 credits
Provides an in-depth look at contemporary problems of Arab nationalism, the Arab-Israeli conflict, Islamic militancy, and prospects for development and democracy. Analysis is anchored in understanding the region's history, culture, and religions. *Cross-listed with HIS332.*

POL333: Contemporary Africa 3 credits
An interdisciplinary approach to the study of independent African states. Attention is given to the social, geographic, and economic settings, to colonial experiences, and to the contemporary political situation. *Cross-listed with HIS333.*

POL334: Contemporary Asia 3 credits
This course focuses on the modern politics and history of Asia, one of the most important and rapidly changing regions in the world. Special attention will be given to China, Japan, and India. Topics will include the effects of traditional cultures on modern politics, the rise of nationalism, democracy and authoritarianism, economic change, and international relations in the region.

POL372: Seminar in Research and Methodology 3 credits
Students develop the skills needed to research, write, present, and defend an original political science thesis. Topic may be in American politics, international relations, or comparative government.
Prerequisite: Junior-level Political Science majors.

POL398: Special Topics in American Government 3 credits
Topics will reflect contemporary political issues in American Government not offered in degree or kind within standard curriculum.

POL399: Special Topics in International and Comparative Politics 3 credits
Topics will reflect contemporary political issues in comparative government not offered in degree or kind within the standard curriculum.

POL400: Guided Research 3 credits
Political Science seniors will, under the direction of a member of the department, engage in research and the development of a major thesis paper.
Prerequisite: POL372, senior majors only.

POL402: Multi-Media Research Application 1 credit
This course is designed to provide Political Science majors with the opportunity to present their senior thesis within a multi-media format and to successfully defend it.
Prerequisite: POL400, senior majors only.

POL403: Constitutional Law 3 credits

This course focuses on the origin and ratification of the U.S. Constitution, Supreme Court decision making, the constitutional structure of federal-state relations, and the constitutional powers of the three branches and their relationships to each other. Students will become familiar with landmark cases in the history of constitutional law.

POL405: Politics and Societies in Eastern Europe 3 credits

This course examines the political and cultural traditions of Eastern Europe, the structure of communist regimes, and the revolutions of 1989. Topics include the dynamics of transition to democracy and markets, the resurgence of ethnic and religious identity, and the rise of new threats to liberal democracy in post-communist societies.

POL414: Civil Liberties 3 credits

This course covers civil rights and civil liberties in the United States, with special attention to issues related to freedom of religion, freedom of speech and press, the rights of the criminally accused, the right to privacy, economic rights, and disputes related to race and sex. Careful attention is paid to historical court cases and documents that illuminate the original meaning of the U.S. Constitution, as well as to more recent court cases that argue for a looser and more progressive method of interpretation.

POL415: Modern American Foreign Policy 3 credits

This course examines America's leadership role on the international scene from World War II to the present, with an analysis of the interrelationship of domestic and foreign issues. *Cross-listed with HIS415.*

POL420: Political Economy of Industrial Societies 3 credits

This course focuses on the interrelationship of Political Science and Economics, exploring the problems of economic growth and political policy in an increasingly integrated global system. Examines competing models (free market, state-led, Marxist, etc.) and analyzes institutions, such as the International Monetary Fund and World Trade Organization, which help manage international economic relations. Investigates the moral and cultural questions raised by globalization. *Cross-Listed with ECN420.*

POL421: Congress and the Legislative Process 3 credits

This course provides a study of politics and party formation in the American Congress. The course includes investigation into the process of congressional improvement and organization, decision-making and leadership; and it explores the operation of the legislative process. Special emphasis is placed on the problems of the representative assembly in the 21st century.

POL422: American Presidency 3 credits

This course examines the institutional and political evolution of the presidency with an emphasis on the nature of presidential power in domestic and foreign affairs. Attention is also given to institutional conflicts with Congress and the Courts. The nature of presidential leadership and personality is also explored. *Cross-listed with HIS422.*

POL491: Internship 1-3 credits

POL499: Independent Study 3 credits

Course work arranged for majors to pursue avenues of learning outside the existing offerings of the department.

One-Credit Workshops

POL030: First Amendment and Religious Profiling

POL031: Globalization

POL064: Non-Violent Strategies

POL074: Environmental Issues in the 21st Century

POL075: Critical Issues in Presidential Elections

POL083: Non-Violence and Mediation

POL095: Risk Management in Human Services

POL096: The Immigrant Experience

POL099: War: A Means for Peace?

Psychology

Department Chair: Sheila O. Quinn, Ph.D.

Modern Psychology is the science of behavior and mental processes and, as such, will interest anyone intrigued by the “why” of emotions, personal achievements, interpersonal interactions and cultural practices. Further, it is an invaluable resource for anyone planning a career in which success is dependent upon understanding human motivations. Ultimately, the science of behavior and mental processes enables us to take an objective approach to analyzing complex personal and social problems and separate valid ideas from pseudo-psychology.

Psychology helps students to understand themselves better, to grow as a result of the experience, and to gain a healthy respect for others. The science of behavior enables us to analyze complex personal and social problems and separate valid ideas from pseudo-psychology. Psychology also offers students an opportunity to study multifaceted issues that illuminate the total human experience. These issues include emotional and intellectual growth, developmental processes and changes throughout the life cycle, social forces affecting behavior, deviation from mental health, human cognition, the quantification and measurement of behavior, ways of learning, physical factors that influence actions, and what makes humans unique in this world.

In the courses offered by the department and, perhaps as important, in the personal one-on-one approach we take to our students’ education outside of the classroom, we strive to carry on the goals of the University Mission. Our goal is to nurture the enduring values of honesty, hard work, altruism, compassion, tolerance, and service necessary for harmonious living in today’s global family. The Psychology Department’s goal is to assist our students in developing the skills and drive they will need to prepare themselves for the challenge of learning throughout their lives.

Requirements for the Psychology Major or Minor

Students considering the Psychology major or minor should contact the department early in their University career to discuss their long-term goals, suggested sequences for courses, and the departmental requirements, as it is a great advantage to complete certain required courses such as PSY100 in their freshman year and PSY270 in their sophomore year (see below). Failure to get started early may jeopardize a student’s ability to complete the major within the traditional four-year undergraduate career.

Major in Psychology (B.A.)

Matriculated students who begin their studies at Salve Regina as freshmen and wish to declare a major in this subject must earn (or be in the process of earning) a “C” (2.0), or better, in a Psychology course at the time they declare. Students, including students in PSY100 as a first course, may declare their major at the time set aside at midterm for registering for the next semester. Furthermore, to be consistent with University requirements, students must possess an overall GPA in their other University courses of a “C” (2.0) as well. Students who transfer in psychology credits and wish to declare Psychology as a major must take at least half of their courses in Psychology at Salve Regina and fulfill the same GPA requirements for students entering as freshmen, as described above. Students transferring in more than two Psychology courses will need to consult with the department before selecting their Psychology classes. Students will have their progress monitored regularly by the department as they advance through their courses. Satisfactory progress is defined as maintaining a minimum GPA of 2.0 overall and in their psychology courses. In addition, students are expected to conduct themselves at all times, both on campus and off, in a manner that will not reflect unfavorably on either the University or the department.

Psychology majors must complete a minimum of 13 courses (39 credits), more than half of which, 21 credit hours, must have been taken at Salve Regina. A 2.0 (C) overall cumulative GPA in all Psychology courses is also required.

All majors must take the following required courses:

| | |
|---|---|
| PSY100: Introduction to Psychology | 3 |
| PSY220: Child Development | 3 |
| or PSY230: Adolescent and Adult Development..... | 3 |
| PSY250: Social Psychology..... | 3 |
| or PSY290: Cross-Cultural Psychology | 3 |
| PSY260: Theories of Personality | 3 |
| PSY270: Statistical Methods in Behavioral Science | 3 |
| PSY310: Cognitive Psychology..... | 3 |
| PSY320: Psychology of Learning and Behavior | 3 |
| PSY350: Physiological Psychology..... | 3 |
| PSY370: Research Methods in Behavioral Science | 3 |
| PSY430: History and Systems of Psychology | 3 |
| Three additional PSY courses (9 credits). | |

Psychology majors are encouraged to take courses in biology such as **BIO110** (Human Biology) combined with one other BIO course, the **BIO111-BIO112** (General Biology) sequence or **BIO205-BIO206** (Human Anatomy), to fulfill their general education six-credit science component as preparation for the **PSY350** psychology requirement.

Minor in Psychology

Students completing a minor in psychology must earn (or be in the process of earning) a C (2.0) in a psychology course, generally **PSY100**, before declaring. Minors may also declare mid-semester of their first course as described above for majors.

To graduate with a minor in Psychology, students must have taken at least six courses (18 credits) in psychology, four of which were taken at Salve Regina, and achieve a GPA in these courses of 2.0 (C).

Assistant Behavior Analyst Certificate

The SRU course sequence (**PSY210**, **PSY320** and **PSY410**) preparing a student to become a Board Certified Assistant Behavior Analyst has been approved by the Behavior Analyst Certification Board. Students interested in this career path are encouraged to take **PSY210** before **PSY320**. Both of these courses must be completed before registering for **PSY410**.

The National Certification Board also approved the practicum course (**PSY420**) as an intensive practicum experience meaning that students have to complete 500 (as opposed to 1000) supervised hours when the hours are coordinated with this course. Practicum hours may be begun as soon as the student is enrolled in **PSY210**, **PSY320** or **PSY410**.

Completion of these three courses and the supervised hours qualify the student to take the national certification exam.

Joint Bachelor's/Master's Program Leading to the Master of Arts in Applied Behavior Analysis.

Students who plan to earn a graduate degree in Applied Behavior Analysis (ABA), may take advantage of a five-year program developed for undergraduates who qualify and are highly motivated. This program allows students to complete their undergraduate and graduate degree requirements within five years rather than the usual six years, studying full-time. Candidates for the program must apply by February 15 of their junior year. All acceptances are conditional on successfully completing the undergraduate degree. Students interested in pursuing a five-year program should contact their advisor as soon as they develop that interest.

Psychology Courses

PSY100: Introduction to Psychology 3 credits

Core Complement Course in Social Sciences

This course is designed to provide the student with a general overview of this diverse field. It surveys such areas as basic research design and quantification in the behavioral sciences, growth and development throughout the life cycle, cognition and learning, motivation and emotion, personality and conflict, maladaptive behavior, adjustment, and mental health. The course integrates the cultural, ethnic and gender factors influencing human actions and thus provides an important global framework for enhancing the students understanding of behavior, behavior change, and cognitive processes.

This course is the prerequisite for several psychology courses listed below.

PSY210: Applied Behavior Analysis I 3 credits

This course is designed to provide students with a basic knowledge of behavioral principles, emphasizing how these principles can be applied in clinical and educational settings. The course covers the philosophical implications of behaviorism and applied behavior analysis. Specific topics include the assessment of individual behavior, intervention design and experimental methods of determining intervention effectiveness. The ethical implications of applied behavior analysis will be emphasized. This course curriculum has been approved by the Behavior Analysis Certification Board and, with PSY320 and PSY410, prepares the student for the national certification exam to qualify as an Assistant Behavior Analyst (BCaBA).

Prerequisite: PSY100 recommended.

PSY220: Child Development 3 credits

Child growth from conception to adolescence is explored to gain an understanding of individual differences, healthy personality development, and maladjustment. Typical behavior patterns and common transient divergences from these patterns will be discussed with reference to their hereditary and environmental antecedents.

Prerequisite: PSY100.

PSY230: Adolescent and Adult Development 3 credits

This course studies the experience of adulthood, beginning at the onset of adolescence, by examining the tasks which are unique to different periods of adult life. The physical, emotional, social, cognitive, and intellectual developmental processes during the adult years are examined in depth.

Prerequisite: PSY100.

PSY250: Social Psychology 3 credits

Social Psychology can be defined as the scientific study of how our thoughts, feelings, and behavior are influenced by other people. Through Social Psychology you will come to see the power of the situation in influencing behavior, the potential power of the person in overcoming this influence, the importance of cognition in determining how we react to the situation, and the wide-ranging applicability of social psychological principles.

Prerequisite: PSY100.

PSY255: Psychology of Prejudice 3 credits*Core Complement Course in Social Sciences*

This course provides students with an opportunity to see how prejudice, stereotyping, and discrimination can occur across a wide variety of settings and target many different populations. Students will learn how such beliefs and behaviors produce their debilitating effects and what might be done to prevent or remedy such effects.

Prerequisite: PSY100 recommended.

PSY260: Theories of Personality 3 credits

In this course, students will survey the most important theories of personality in contemporary psychology. The way each theorist views the structure, dynamics, and development of personality is emphasized to facilitate comparisons. Additionally, each theory will be evaluated as to its validity and the reasonableness of its underlying assumptions. Some discussion of applications is included.

Prerequisite: PSY100.

PSY270: Statistical Methods in Behavioral Science 3 credits

If you want to study psychology, you have to know something about statistics. If your ambition is to do research, you'll almost always need statistics to help you analyze your findings. But even if you don't become a researcher you will certainly be a consumer of research in order to obtain a more thorough understanding of whatever issues are of interest to you personally or professionally. Having even a basic knowledge of statistics will help you understand the research that others have conducted and permit you to form opinions and adopt practices that are more likely to rest on a solid foundation of evidence than would otherwise be the case. The course will cover a variety of traditional topics related to both descriptive and inferential statistics and it is a prerequisite for Research Methods in Behavioral Science (PSY370).

Prerequisites: PSY100 and MTH170 (or higher).

PSY282: Psychology, Science, and Pseudoscience 3 credits

The purpose of this course is to persuade students of the importance of critical thinking in matters both academic and personal. Its two primary objectives are to help students distinguish science from pseudoscience, by examining how scientific principles can be used to evaluate claims about a variety of phenomena, from auras and astrology, to ESP and UFOs, and to help students recognize how thinking can be easily biased and distorted.

Prerequisite: PSY100.

PSY290: Cross-Cultural Psychology 3 credits*Core Complement Course in Social Sciences*

This course will examine the nature of culture and its psychological correlates. Topics will include perceptions of reality, world view, cognition, motivation, personality development, values, beliefs and psychopathology based on current research on psychology across cultures. This course will also examine the effects of technology on personality development as observed by non-western traditional societies.

Prerequisite: PSY100 recommended.

PSY310: Cognitive Psychology

3 credits

This course is designed to examine the theoretical frameworks, research findings, neuropsychological links and applications in cognition in regard to the higher mental processes. Topics include, but will not be limited to, cognitive neuroscience, attention and consciousness, perception, memory, knowledge representation, language, problem solving and creativity, decision-making, cognitive development, and intelligence. Students will learn about the questions posed and research methods employed by Cognitive Psychology to facilitate their study of these aforementioned subtopics.

Prerequisite: Junior or Senior Psychology Majors or Minors or permission of the instructor.

PSY320: Psychology of Learning and Behavior

3 credits

This course is intended to familiarize students with the prominent theories and principles of learning. The course will focus on basic and applied research and their application to real world. The course curriculum has been approved by the Behavior Analysis Certification Board and, with PSY210 and PSY410, prepares the student for the national certification exam to qualify as an Assistant Behavior Analyst.

Prerequisite: PSY100 or PSY210.

PSY330: Psychological Testing

3 credits

This course is designed to familiarize the student with the various types of psychological tests, including, but not limited to, those of aptitude, achievement, personality, vocational interest, and intelligence, and their uses and limitations. Problems in measurement and the concepts of reliability and validity will be discussed.

Prerequisite: PSY100.

PSY340: Motivation

3 credits

This course will investigate the major theoretical perspectives in: biological, behavioral, and cognitive and current applications. Topics will include, but not be limited to, expectancy value, social motivation, attribution, drives, learning, incentive motivation, physiological mechanisms of arousal, and physiological mechanisms of regulation, and emotions. Emphasis will be placed on theory, basic research, and current applications of each topic studied.

Prerequisite: PSY100.

PSY350: Physiological Psychology 3 credits

Physiological Psychology is defined as the study of the biological bases of behavior and cognition. It is concerned with the biological factors underlying behavior and cognition with special emphasis on the nervous and hormonal systems. In this course, the research methods and strategies of Physiological Psychology will be examined, while exploring the major mechanisms of synaptic transmission and holistic nervous system functioning. Additional topics will include, but not be limited to, the neurological substrates of particular behaviors, e.g., the sensory systems (vision, hearing, taste, et. al.), sleep, emotion and stress, ingestive behavior and mental disorders. Analysis will explore behavioral, cognitive, affective, anatomical, neurochemical, cellular, electrophysiological and communication mechanisms of the human nervous system.

Prerequisite: PSY100.

PSY370: Research Methods in Behavioral Science 3 credits

This course for junior Psychology majors gives students an opportunity to develop the ability to produce and evaluate psychological research. Students will also have the opportunity to sharpen their critical thinking skills and gain experience in all phases of scientific inquiry: developing hypotheses, conducting literature searches, designing testable solutions to research questions, collecting and analyzing data, and writing research reports.

Prerequisite: PSY270.

PSY380: Abnormal Psychology 3 credits

This course examines the characteristics of abnormal behavior and mental disorders. Topics include historical foundations, present-day theoretical perspectives, diagnostic and research techniques, signs and symptoms of mental disorders, and an in-depth exploration of several currently widespread conditions, including, but not limited to, the anxiety disorders, somatoform and dissociative disorders, mood disorders, and schizophrenia. The current edition of the multi-axial Diagnostic and Statistical Manual of Mental Disorders will serve as the explanatory basis for the description and analysis of these dysfunctional conditions.

Prerequisite: PSY100.

PSY399: Special Topics 3 credits

This course investigates a topic of current interest in the field of psychology. The topics to be covered and the focus of the course will be specified at the time of registration. This course may be repeated for different topics.

Prerequisite: PSY100.

PSY400: Counseling Theories and Strategies 3 credits

The purpose of this course is to introduce the student to the roles and functions of a counselor, to understand the main counseling strategies, and to provide a framework for understanding the counseling process while developing basic counseling skills.

Prerequisite: PSY100.

PSY410: Applied Behavior Analysis II

3 credits

This course introduces the student to advanced topics in applied behavior analysis. The curriculum is based on the Content Areas Task Kit, developed by the National Behavior Analyst Certification Board (BCaBA), and is intended to prepare students for certification as Assistant Behavior Analysts.

Prerequisites: PSY210 and PSY320.

PSY420: Applied Behavior Analysis Practicum

3 credits

This course is designed to meet the intensive practicum standards recommended by the Behavior Analyst Certification Board. Meeting with the practicum supervisor twice a week and completing at least 10 hours a week of applied behavior analysis services, the student will master a variety of skills specified in the Behavior Analyst Certification Board Task List. This course may be taken more than once.

Prerequisites: PSY210 and permission of the instructor.

PSY430: History and Systems of Psychology

3 credits

This capstone course for majors surveys the principal concepts and theoretical positions that have contributed to the emergence of psychology as a modern science. The development of psychology is viewed in the broader context of the history of the behavioral and mental health sciences in general, with attention given to representative controversies and the inherent presuppositions of different psychological systems.

Prerequisites: Junior or senior standing, and near completion of requirements for the Psychology major or minor (one or two courses at most remaining), or permission of the instructor.

PSY499: Independent Study/Community Experience

3 credits

Independent Study/Community Experience allows the exceptional junior or senior Psychology major in good academic standing an opportunity to conduct independent research, or participate in a community experience under the supervision of a member of the department faculty. Topics to be investigated for a research focused independent study, objectives to be met, and the criteria for grading must be prearranged during the semester prior to the one in which the study will be conducted. Students must make their own arrangements for a community experience, including plans for an on-site supervisor who agrees to evaluate them at the end of the semester. A minimum of eight hours per week is required for 3 credit hours. Community experiences, although taken for credit, are evaluated on a Pass/Fail basis.

Prerequisites: Junior or senior major in Psychology with all other requirements nearly completed (one or two courses at most remaining), a 3.0 GPA in Psychology and permission of a supervising faculty member.

One-Credit Workshop

PSY096: Autism: Characteristics and Overview

Religious and Theological Studies

Department Chair: Anthony F. LoPresti, Ph.D.

The academic study of religion is a unique and exciting field. Those engaged in its pursuits ask the “big questions” of life, relying on reason and revelation to wrestle with perennial questions of meaning and value. At Salve Regina, the Department of Religious and Theological Studies pursues a path in which religious faith and critical thinking are mutually enlightening. This kind of dialogue—across disciplines, cultures, and religious traditions—is at the heart of the Catholic intellectual tradition. The faculty embraces this tradition and considers the study of religion itself to be important in two distinct yet interrelated ways.

First, seeking a deeper understanding of the world’s religions is crucial to a liberal arts education in a global context. Studying religions, whether Christianity or other traditions, helps us explore who we are as human beings, both as individuals and as persons within cultures. Increased religious literacy leads to understanding, understanding leads to respect, and respect can lead to the sort of conversation that transmits wisdom.

Second, as has been true from the beginning of the great Catholic medieval universities, faith itself seeks understanding, which leads to theology. The Christian faith involves rather than excludes the intellect. This remains as true today as it ever was, and hence the great conversation of academic theology continues.

Thus, this department helps students bring their critical and creative intelligence to bear on religious phenomena, both Christian and non-Christian. This requires the study of information and ideas, but also engagement with the images, symbols, and spiritual experiences at the heart of religions themselves. Majors and minors have the opportunity to explore both the more broadly religious and more specifically theological courses offered. The focus areas outlined on the following pages can help students choose a path of study that suits their needs.

Majors in Religious and Theological Studies earn a versatile, strong liberal arts degree, valuable for both religious and secular pursuits. RTS students have gone on successfully to graduate schools, not only in religion but also in business, history, and law. Many of our graduates also enter directly into the working world, whether in church-related contexts, social services, education, or corporate life.

Major in Religious and Theological Studies (B.A.)

Students majoring in Religious and Theological Studies must take a minimum of 10 Religious and Theological Studies courses (30 credits). Requirements include:

- RTS210: Christianity in Dialogue with World Religions.....3
- RTS262: Take a Look at the Good Book: An Introduction to the Bible.....3
- RTS305: The Spiritual Quest3
- RTS341: Explorations in Christian Theology.....3
- One Scripture course: RTS364, 372, 374, 375 or special topic in Scripture.....3
- One Ethics course: RTS325, 332, 335, 336, 337, 338 or special topic in Ethics...3
- One non-Christian Tradition course: RTS381, 382, 383, 384
or special topic in a non-Christian tradition3
- Three RTS electives (9 credits).

Students will craft their individual program of study in consultation with the department chair or another advisor from the department. While writing a thesis is not a requirement of the major, the option is available (RTS495) to those who are planning to pursue graduate studies or who would otherwise benefit from the experience of undertaking a complex, guided research project

Minor in Religious and Theological Studies

Students completing a minor in Religious and Theological Studies take six courses (18 credits) in the department, in consultation with the department chair.

Required courses:

- RTS210: Christianity in Dialogue with World Religions.....3
- Five additional RTS courses (15 credits).

Possible Focus Areas

Both majors and minors may, but need not, choose to build their program of study around a particular area by focusing their elective courses in specific ways. The department suggests the following possible focus areas. The student would select four (4) courses from any given area.

World Religions:

- RTS345: Engaging the Catholic Experience
- RTS381: Engaging the Jewish Experience
- RTS382: Engaging the Muslim Experience
- RTS383: Engaging the Hindu Experience
- RTS384: Engaging the Buddhist Experience

Christian Ethics and Society:

- RTS325: Who Is My Neighbor? Mercy in the Christian Tradition
- RTS332: Christian Ethics and the Environment
- RTS335: Christian Ethics and Social Issues
- RTS336: Christian Marriage and Family Life
- RTS337: Christian Ethics and Biomedical Issues
- RTS338: Christian Ethics and Human Sexuality

Scripture:

RTS262: Take a Look at the Good Book: An Introduction to the Bible

RTS364: Understanding the Hebrew Scriptures

RTS372: Jesus and the Gospels: “Who Do You Say that I Am?”

RTS374: Blinded by the Light: Introduction to the Pauline Epistles

RTS375: Good Girls, Bad Girls: Women of the Bible

Christian Theology:

RTS340: The Church in the Twenty-first Century

RTS341: Explorations in Christian Theology

RTS342: Jesus Christ through History

RTS345: Engaging the Catholic Experience

RTS346: Symbol and Sacrament

RTS351: Emerging Theologies

RTS356: Contemporary Christian Spirituality

Note: At times Special Topics Courses (RTS399) or Independent Study Courses (RTS499) may appropriately fall under a particular focus area as well.

Core Curriculum Requirements

As part of the University’s core curriculum, two courses are required in Religious and Theological Studies. All students must take **RTS210: Christianity in Dialogue with World Religions**, typically in their sophomore year, as well as one additional Religious and Theological Studies core complement course, usually in their junior or senior year.

Religious and Theological Studies Courses**RTS090: Happily Ever After?**

1 credit

What happens after death? Many religious traditions grapple with the human experience of mortality, challenging us to live and love with an openness that honors the present and resists the fear of death. This course will examine popular films and theological reflections that grapple with questions that spring from the acknowledgment of human mortality: What does it mean to accept one’s destiny? Is there an afterlife? What might it be like? Is love stronger than death? This course would be a good selection for anyone exploring the possibility of a major or minor in Religious & Theological Studies, as well as more advanced students.

RTS092: Contemporary Issues in Theological Perspective

1 credit

This workshop will appeal to those with a personal interest in learning about religion and theology as well as to those considering a major or minor in Religious and Theological Studies. Before the workshop begins, the professor will select, in concert with the students who enroll, a complex and interesting issue—for example, women’s roles in the Church, same-sex relationships, or interreligious dialogue. The workshop will then examine the issue using the various tools and perspectives of the diverse branches of theology and biblical studies. The workshop will feature presentations by several professors within the department, each addressing the issue from his or her specialization. In this manner, students

will develop a better understanding of the ways in which scholars in Religious and Theological Studies approach and analyze real-world issues and controversies.

RTS210: Christianity in Dialogue with World Religions 3 credits
Common Core Requirement

Responsible citizens of the world need to understand religious viewpoints since religious faith is the source of most world views, which both shape and are shaped by culture. This course is designed to explore the dialogue between Christianity and other great religions of the world. Emphasis will be placed on how the adherents of religious traditions understand themselves and address certain issues in our contemporary world, such as justice, reconciliation and peace, poverty, and ecological concerns.

Prerequisites: GST150 and ENG150.

RTS262: Take a Look at the Good Book: An Introduction to the Bible 3 credits
Core Complement Course in Religious and Theological Studies

Required course for majors in Religious and Theological Studies

This course introduces the Bible as a foundational source of Western religious thought. Literary form, the historical and social context of scripture, and key biblical themes such as creation, revelation, covenant, conversion, miracle, liberation, justice, and judgment will be discussed as they appear in both the Hebrew Scriptures (Old Testament) and Christian Scriptures (New Testament). An introduction to hermeneutics, i.e., theories of biblical interpretation, will also be included.

Prerequisite: RTS210.

RTS300: Religious Diversity of Newport 3 credits
Core Complement Course in Religious and Theological Studies

This course examines the rich and diverse history of the many religious groups that have settled in Newport over the past 370 years. The course combines classroom presentations with visits to sites of historical and religious significance in Newport and Aquidneck Island. Particular attention is paid to Newport's colonial history, Rhode Island's reputation for religious toleration, and the "Lively Experiment" engendered by the Royal Charter of 1663.

Prerequisite: RTS210.

RTS305: The Spiritual Quest 3 credits
Required course for majors in Religious and Theological Studies

In recent years, the term "spirituality" has grown in popularity and has been used in a variety of ways. Integral to most meanings of it, however, is a focus on our lived relationship to the transcendent, or whatever we designate as the source of ultimate meaning in our lives. It includes how we experience the transcendent, our self-understanding in relation to it, and how we live out this relationship in the world. As human beings search for truth and meaning, we find this same basic "spiritual pattern" across cultures, religious traditions, and time. This course will examine the place of spirituality as the basis for living by looking at particular manifestations the spiritual quest has taken. Students will develop the critical tools needed to evaluate different spiritualities and be able to reflect on their own spiritual searching and experience.

RTS310: Women in the Christian Traditions 3 credits*Core Complement Course in Religious and Theological Studies*

Since apostolic times, women have played important roles in the development of the Christian traditions, both East and West. Beginning with St. Perpetua in the West, many of these women have left to posterity important written legacies. Whenever possible, primary texts, (in translation,) will be examined as we study the relationship of women and the Christian traditions through the ages.

Prerequisite: RTS210.

RTS325: Who Is My Neighbor? Mercy in the Christian Tradition 3 credits*Core Complement Course in Religious and Theological Studies*

Since ancient times, the Christian tradition has identified with a Christ-centered ethics of love characterized by the practice of mercy. This course will critically reflect on the presentation and preservation of that ethos in the New Testament Story, the tradition of the community, and in the spiritual practices of the Christian faith. In this study of mercy we will discuss the writings of both early and contemporary theologians, and reflect critically on the art, images, stories and films that inspire persons to become neighbor to those in need, thereby practicing the ethics of mercy in a fractured world.

Prerequisite: RTS210.

RTS332: Christian Ethics and the Environment 3 credits*Core Complement Course in Religious and Theological Studies*

One of the great questions confronting human beings in the present world is their relationship to the environment. This course explores the human relationship to non-human nature from moral and religious perspectives, engaging the following sorts of questions along the way: Do humans have any moral obligations with respect to non-humans, such as animals or ecosystems? If so, how strong are they and how are they best described? Moreover, how does religion impact the question? Is Christianity positive or negative in its relationship to the earth? Does it lack a sensitivity that Native American and Eastern religions seem to have? Or can Christianity generate a constructive earth-human relationship? These issues are crucial as humankind attempts to understand and control its newfound power on this planet.

Prerequisite: RTS210.

RTS335: Christian Ethics and Social Issues 3 credits*Core Complement Course in Religious and Theological Studies*

This course explores the ethical dimensions of a number of contemporary social issues and helps students develop a discriminating Christian response to them. It addresses the sources of moral wisdom and the relationship of religion and politics. Students examine issues of social and economic justice, prejudice and discrimination, violence, technology, and ecology. The Judeo-Christian tradition and principles of Catholic social teaching provide the framework for this consideration.

Prerequisite: RTS210.

RTS336: Christian Marriage and Family Life 3 credits*Core Complement Course in Religious and Theological Studies*

As a religious institution, Christian marriage has existed for centuries. As a human and social institution, marriage has existed for at least as long as recorded history. Long regarded as a fundamental building block of society, marriage has been the focus of an unprecedented degree of questioning and analysis over the past 50 years. This course examines a number of critical areas associated with marriage and family life today, viewed from the perspective of history, contemporary knowledge, and Christian faith. Particular emphasis will be placed on uncovering the religious and spiritual dimensions of marital and parental commitment. Specific topics of study will include the sacramental and vocational character of marriage, sexual grace and intimacy, reproductive ethics, the Christian mission of families, divorce and its effects on children, cohabitation, and same-sex unions. While the course is ecumenical in outlook, texts of the Roman Catholic religious tradition will be highlighted.

Prerequisite: RTS210.

RTS337: Christian Ethics and Biomedical Issues 3 credits*Core Complement Course in Religious and Theological Studies*

Recent advances in medical and biotechnology have allowed humans in wealthy countries like the United States to address many problems that just a few decades ago would have been inconceivable to overcome. These advances enable us to improve the quality of our lives, overcome obstacles to procreation, replace organs, and extend our lives. At the same time, they have raised many questions, particularly of an ethical nature: What is the nature of illness and health? What makes for a high quality human life? What ethical values should be honored in the patient-physician relationship? Can lives be extended too long? Should life ever be terminated, and if so, under what conditions? What methods of human reproduction are legitimate? Do medical and biotechnologies threaten to reduce some humans to mere tools for other humans? Who receives the benefits of new medical and biotechnology, who is excluded, and on what basis? Does every individual have a right to health care? These questions, in turn, sink their roots into even deeper questions. What is human nature and when do we violate it? What is the common good? How do moral and spiritual values relate to biological and physical values? How do religious worldviews, and in particular Christianity, understand illness and health, life and death? The goal of this course is to enable students to reflect on these and similar questions in an interdisciplinary manner.

Prerequisite: RTS210.

RTS338: Christian Ethics and Human Sexuality 3 credits*Core Complement Course in Religious and Theological Studies*

While undoubtedly a topic of great interest and importance, few spaces exist for students to engage in a mature conversation about human sexuality that is academically informed and pastorally sensitive. This course is designed to help students work through some of the ethical issues associated with our sexual lives, utilizing both ancient resources and newer fonts of wisdom to help construct a meaningful and truthful way of life. With readings from multiple disciplines, the course will engage the Christian tradition, in both its historical richness and contemporary diversity, as a primary conversation partner.

Prerequisite: RTS210.

RTS340: The Church in the Twenty-first Century 3 credits*Core Complement Course in Religious and Theological Studies*

How does the Church, founded almost 2000 years ago, stay relevant and effective? Drawing from contemporary religious and interdisciplinary literature, this course attempts to chart a course for the Church in response to the particular human needs and challenges of the present age. Students will focus on the church, a living, multi-faceted organization, as it engages the contemporary world in service and truth.

Prerequisite: RTS210.

RTS341: Explorations in Christian Theology 3 credits*Required course for majors in Religious and Theological Studies*

What is Christian theology? This course will introduce students to some of the many facets of this question by addressing themes central to Christian theology such as: how does one “do” theology? (the question of method); the intrinsically relational nature of God as unity-in-diversity; Jesus of Nazareth as Messiah and Lord; theories of salvation; Holy Spirit in theory & spiritual experience; the Creator in relation to human and non-human creation; various models and theologies of the Church; how can/should Christianity relate to other religions and their truth claims?; how does it all end? (The Last Things & God’s judgment); faith in action (discipleship & following Jesus). By completing this course students will develop a sound working knowledge of key themes and issues in both classical and contemporary Christian systematic theology, which can serve as a basis for more advanced study. Writing assignments will provide students with opportunities to sharpen critical reading and writing skills.

RTS342: Jesus Christ through History 3 credits*Core Complement Course in Religious and Theological Studies*

For nearly two thousand years, people from all strata of life have asked “Who is this Jesus of Nazareth?” As some of the greatest minds from around the world have grappled with this question, the person of Jesus has continued to have a profound impact on Western consciousness. Beginning with a study of the interpretations of Jesus in the Gospels, this course will trace the development of some of the major explanations of the meaning of Jesus, his relevance in a modern, multi-cultural world, and his place among other prophets or founders of world religions.

Prerequisite: RTS210.

RTS345: Engaging the Catholic Experience 3 credits*Core Complement Course in Religious and Theological Studies*

This course will explore the many dimensions of the living Catholic tradition. Areas of study will include liturgy, saints, devotional practices, doctrines, moral teachings, church structure and governance, history, religious orders, and the priesthood. Using appropriate literature and film, students will gain a holistic and critical appreciation of the tradition. This course would be valuable for both non-Catholics who seek an introduction and Catholics who seek increased understanding of their tradition.

Prerequisite: RTS210.

RTS346: Symbol and Sacrament

3 credits

Core Complement Course in Religious and Theological Studies

One of the great dangers in our technological, rational culture lies in ignoring or even forgetting the evocative power of symbol and metaphor to communicate meaning in mysterious ways. This course will study the Catholic sacraments from the perspective of religious experience and symbol, starting with Christ as symbol and sacrament, and the church as the community which can continue the sacramental presence of Christ. Students will study the history of each sacrament to discover the development of its liturgical rites and uncover their symbolic meanings.

Prerequisite: RTS210.

RTS351: Emerging Theologies

3 credits

Core Complement Course in Religious and Theological Studies

For most of its history, Christian theology was developed from a European perspective, reflecting the strong cultural traditions and large populations of Christians living in Europe. In more recent decades, women and men from all parts of the globe have been making important contributions to an ongoing international dialogue. In this course, students will examine some of the new voices that are contributing to the theological discourse and the theologies that are emerging as a result. Some of the theologies that may be studied in this course include ecumenical, Latin American liberation, Asian, African, black and feminist. Attention will also be given to the trends in theological method that complement the various contextual theologies, all of which apply their different perspectives to address classic theological questions.

Prerequisite: RTS210.

RTS356: Contemporary Christian Spirituality

3 credits

Core Complement Course in Religious and Theological Studies

Contemporary spirituality concerns itself with the question of how to lead a deeply committed Christian life in the world of high technology and almost constant change. We examine theories of spirituality in the past to see their influence on our present situation; the spiritualities of other traditions to see their possible contributions to our own; the question of whether a person can develop a spirituality on his or her own or whether a community or a church is helpful. Lastly we raise the question of what moral choices we must make to seriously adopt a particular kind of spirituality.

Prerequisite: RTS210.

RTS364: Understanding the Hebrew Scriptures

3 credits

Core Complement Course in Religious and Theological Studies

The Hebrew Scriptures (Old Testament) are some of the founding documents of Western civilization. Its answers to some of the big questions in human life have allowed Jews, Christians and Muslims to make sense of their lives and to seek justice in society. Its stories and religious poetry have permeated Western literature, music and art. As the students explore the literature of the Hebrew Scriptures, they will also focus on the process by which the scriptures evolved through the various stages of Israelite history.

Prerequisite: RTS210.

RTS372: Jesus and the Gospels: “Who Do You Say that I Am?” 3 credits*Core Complement Course in Religious and Theological Studies*

This course will explore the contents and the historical settings of the four canonical gospels, their theological emphases, and the literary relationship between them. In addition, students will be introduced to the process of critical scholarship regarding the historical investigation of Jesus and the roots of the Christian faith.

Prerequisite: RTS210.

RTS374: Blinded by the Light: Introduction to the Pauline Epistles 3 credits*Core Complement Course in Religious and Theological Studies*

Why is Saul (later Paul) of Tarsus considered to be one of the most influential persons in the history of Christianity, right next to Jesus himself? This course will examine the emergence of Christian thought and practice through critical study of the seven authentic letters of Paul. The historical context of the letters, Paul's theological vision, and the wide-ranging impact of his thought will be the primary focus areas of the course.

Prerequisite: RTS210.

RTS375: Good Girls, Bad Girls: Women of the Bible 3 credits*Core Complement Course in Religious and Theological Studies*

This course will examine the role of women in the Bible, reclaiming and celebrating the feminine voice of scripture. The historical, cultural, and social aspects of biblical themes will serve as the backdrop for discussion.

Prerequisite: RTS210.

RTS381: Engaging the Jewish Experience 3 credits*Core Complement Course in Religious and Theological Studies*

The Jewish people and tradition have profoundly influenced Western cultural and religious traditions. In tracing this influence, the course examines the origins of Judaism, its codification in some of its great works, such as the Mishnah and the Talmud, and its different manifestations in various times and cultures. Finally, the course will investigate contemporary forms of Judaism.

Prerequisite: RTS210.

RTS382: Engaging the Muslim Experience 3 credits*Core Complement Course in Religious and Theological Studies*

Islam is one of the great religious traditions of the world. This class will explore the basic dimensions of Islam, including the Muslim understanding of God, The Qu'ran, prayer life, the status of women, concern for the poor, and the role of the State in Islamic societies. This class will also explore theological and cultural pluralism within Islam.

Prerequisite: RTS210.

RTS383: Engaging the Hindu Experience 3 credits*Core Complement Course in Religious and Theological Studies*

Hinduism is one of the world's oldest religions with scriptural roots linking back more than a millennium before the birth of Jesus. This course will explore the historical, cultural and spiritual roots of Hinduism. Emphasis will be placed on the evolution of religion in India and on the diverse views of the relationship between humans and the divine.

Prerequisite: RTS210.

RTS384: Engaging the Buddhist Experience 3 credits*Core Complement Course in Religious and Theological Studies*

Why do we suffer? How can we escape suffering? Siddhartha Gautama pursued these questions thousands of years ago, and after a long quest he “woke up,” becoming the “Buddha,” the enlightened one. This course will explore the roots of Buddhism, its four noble truths and eightfold path, its key ideas concerning impermanence and the self, the role of meditation, and its ethical commitment to compassion. The spread of Buddhism and Buddhist schools of thought, including contemporary forms represented by such figures as the Dalai Lama, will also be examined.

Prerequisite: RTS210.

RTS399: Special Topics 3 credits

Special Topics courses are offered to supplement the educational experience with unique courses that are not part of the normal course offerings.

RTS495: Guided Research 3 credits

Senior Religious and Theological Studies majors may, under the direction of a member of the department, engage in scholarly research and the development of a major thesis paper.

RTS499: Independent Study 1-3 credits

Course work arranged for Religious and Theological Studies majors seeking to pursue avenues of learning outside of the existing offerings of the department.

Social Work

Department Chair: Jobnelle Luciani, R.S.M., M.S.W., Ph.D.

The Department of Social Work offers an accredited program leading to a Bachelor of Science degree in Social Work. The course of study is designed to meet national standards for undergraduate Social Work education and for beginning generalist professional practice. The program has been accredited by the Council on Social Work Education since 1984.

Students are expected to maintain the highest standards of integrity and personal responsibility. Unethical behavior may negatively impact on the ability to attain employment in the social work field.

Major in Social Work (B.S.)

Students electing to major in Social Work complete 18 Social Work courses (57 credits) and two foundational courses (6 credits) that can be used to meet core curriculum requirements where applicable. Students must successfully complete SWK120 before declaring Social Work as a major. Required courses:

Social Work Courses:

| | |
|---|------|
| SWK120: Social Problems: Analysis by Race, Class and Gender | 4 |
| SWK190: A History of Social Work and Social Welfare Policy | 3 |
| SWK215 and SWK216: Human Behavior and Diversity I and II | 3, 3 |
| SWK320 and SWK330: Methods of Practice I and II | 3, 3 |
| SWK360 and SWK370: Generalist Practice and Seminar I and II | 4, 4 |
| SWK403 and SWK404: Research Methods I and II | 3, 3 |
| SWK410: International Social Work | 3 |
| SWK421 and SWK422: Senior Field Seminar I and Senior Field Internship I ... | 3, 3 |
| SWK451 and SWK452: Senior Field Seminar II and Senior Field Internship II ... | 3, 3 |
| SWK470: Integrative Seminar | 3 |
| One three-credit Social Work elective (3 credits). | |
| Three one-credit Social Work electives (SWK030-SWK099) (3 credits). | |

A Social Work major takes three one-credit workshops designed to address issues concerning diversity, oppression, social justice, and/or special populations (SWK030-SWK099) as one of the two required electives. Students intending to major in Social Work should complete SWK120 with a grade of “C” or higher. Students in the major are expected to achieve grades of “C” or higher in all Social Work courses.

Foundational Courses:

BIO110: Human Biology: Physiology and Health3

One of the following:

POL115: The American Political System.....3

POL120: Introduction to World Politics3

Curriculum Components

The curriculum is designed to help students achieve the 10 Core Competencies and 41 Practice Behaviors delineated in The Council on Social Work Education’s 2008 Educational Policy and Accreditation Standards. Students are orientated to the profession of Social Work in **SWK120**. Additional Social Work courses are arranged in five sequences: Social Policy (**SWK190** and **SWK410**); Human Behavior and Diversity (**SWK215** and **SWK216**); Research (**SWK403** and **SWK404**); Methods of Practice (**SWK320** and **SWK330**); and Field Experience (**SWK360**, **SWK370**, **SWK421**, **SWK422**, **SWK451** and **SWK452**)

The Field Experience, the signature pedagogy of Social Work education, includes a minimum of 660 hours of professionally supervised practice in social service agencies. Electives and workshops on topics of special interest are offered each semester. A required capstone course (**SWK470**: Integrative Seminar) is completed in the spring semester of the senior year.

Minor in Human Services

Students majoring in disciplines other than Social Work may minor in Human Services. Students in the minor take a minimum of six courses (19 credits):

SWK120: Social Problems: Analysis by Race, Class and Gender4

SWK190: A History of Social Work and Social Welfare Policy3

SWK215: Human Behavior and Diversity I3

SWK216: Human Behavior and Diversity II.....3

Two 300-level Social Work electives (6 credits).

Social Work Courses

SWK120: Social Problems: Analysis by Race, Class and Gender 4 credits
Core Complement Course in Social Sciences

Students develop an understanding of the nature of social problems and their effect on individuals, families, and communities, with a focus on issues of social justice. Particular emphasis is placed on the effects of racism, classism, sexism and other forms of oppression in shaping the social condition. An integral part of the course is an in-depth look at the commitment of social workers and sociologists to vulnerable groups, with attention given to the eradication of oppression in all of its forms. Students learn how systems influence the perpetuation or remediation of social problems. Social problems are analyzed from the perspective of major sociological theories. Students also learn about human service organizations through a 28-hour service-learning component.
Cross-listed with SOA120.

SWK190: A History of Social Work and Social Welfare Policy 3 credits

This course provides an historical context in which to understand current challenges in the social work profession and issues of social welfare policy. A variety of perspectives and frameworks for analyzing social policy are examined. The role of the generalist social worker in policy analysis and development at the local, state, and federal levels is explored. Throughout the course, students are expected to consider the consequences, both intended and unintended, of policy action or inaction. Emphasis is placed on strategies for confronting human need, economic and social oppression, and racial and sexual discrimination. Students experience the policy area first hand, by engaging in 15 hours of experiential learning.

Prerequisites: SWK120 or permission of department chair and POL115/120 or concurrent enrollment in these courses.

SWK215: Human Behavior and Diversity I 3 credits

This first course, in a two-semester sequence, is designed to offer students a knowledge base for understanding the bio-psycho-social aspects of human development across the life cycle from conception through middle childhood, the environmental context in which development takes place, and the dynamic interaction between the two. The cross-cultural application of human development theories is considered.

Prerequisite: BIO110 or concurrent enrollment.

SWK216: Human Behavior and Diversity II 3 credits

Building on SWK215, theories of human development across the life cycle, from adolescence through later adulthood, are addressed. Differences in experience based on gender, ethnic background, social class, and religion are explored. This course also explores human behavior and development in the macro-social environment. Using an ecosystems perspective, the course examines the various stages of development typical of groups, organizations and communities as well as their impact on human functioning.

Prerequisite: SWK215.

SWK320: Methods of Practice I 3 credits

This course provides the foundation for generalist social work practice within the systems and ecological frameworks. Basic practice principles and beginning practice skills are studied using a variety of classroom techniques to simulate the helping process. Students learn how to work within systems to identify client needs and to develop appropriate responses at each system level. Emphasis is placed on the community context of social work and the use of individual and environmental strengths and resources. The knowledge, skills, and values of the profession are underscored throughout the course.

Prerequisites: PHL220 or concurrent enrollment, junior Social Work majors only, and concurrent enrollment in SWK360.

SWK330: Methods of Practice II 3 credits

Students will continue to build a knowledge base and skill level required for macro-level practice through an in-depth analysis of local organizations and surrounding communities. Additionally, this course reviews a broad range of theories of practice and demonstrates how theories serve as a foundation for

understanding and practicing with individuals, families, groups, communities, and organizations. Each theory is examined in light of age, class, gender, spirituality and the extent to which it supports principles of empowerment and the values of the profession.

Prerequisite: SWK320.

SWK340: Working with Children and Youth 3 credits

This course is designed for students interested in the impact of public policy on services to children and adolescents. Special attention is given to children-at-risk. A major focus of the course is on the basic core of child welfare services. Topics include family-based services for children in their own homes, including attention to the variety of family forms and special needs; services to protect children from neglect and abuse; foster care; adoption; child care; and child advocacy. Other major influences on the status of children and youth, including the impact of schools, the courts, and other societal institutions are also examined.

Prerequisites: junior standing or permission of the department chair and either SWK120, SOA110 or PSY100.

SWK350: Working with Families 3 credits

The course is intended for students in any of the helping professions who are interested in working with families. From an ecological systems perspective, students explore the relationship between individuals, their ancestors, the environment, and other systems that mold their behavior and impact their lives. A unified and comprehensive view of the family, including policies, theories, and interventions are presented. Emphasis is placed on acquiring the necessary knowledge, skills and values to work effectively with culturally diverse families. Challenges facing families and resources that support family life are considered.

Prerequisites: Junior standing or permission of department chair and either SWK120, SOA110 or PSY100.

SWK360: Generalist Practice and Seminar I 4 credits

As the signature pedagogy of Social Work Education, student internship experiences are designed to develop and refine competency in each of the ten core measures that define an effective generalist social work practitioner. In this first course of the four semester internship experience, students are introduced to the community setting of social work practice by placement in a social service agency under professional supervision for eight hours a week. Emphasis is placed on agency function and policies, staff practices, populations served, and pertinent and available community resources. Students begin to see first-hand the negative consequences that racism, sexism and economic injustice have on the client populations of the agency. Through observation and shadowing, students learn intake, assessment and referral processes. In addition, students participate in a weekly seminar to process experiences from their respective field placements.

Prerequisite: Junior Social Work majors only.

SWK370: Generalist Practice and Seminar II 4 credits

This is a continuation of the eight-hour per week field experience from the prior semester. Students continue to develop skills critical to the helping process while exploring further interagency networks. Student interns practice beginning skills, (e.g., interviewing, conducting home visits and community outreach). Learning focuses on the conscious use of appropriate skills and the application of values and knowledge in the field experience. The importance of the supervisory relationship is stressed, helping students to better understand “the professional use of self” in the helping process. The weekly seminar offers support, direction and focused learning. *Prerequisites: SWK216 (or concurrent enrollment), SWK320, SWK360 and concurrent enrollment in SWK330.*

SWK390: Working with Alcoholic and Other Drug Dependent Individuals and Families 3 credits

This course serves as a foundation for understanding the impact of alcohol and other drugs on the individual, family, and society and its pervasiveness as a mental health, health and social welfare issue. Emphasis is on a beginning knowledge base for early identification, assessment and intervention. *Prerequisites: Junior standing or permission of department chair, and either SWK120, SOA110 or PSY100.*

SWK394: Trauma and Intervention 3 credits

In this course students examine the historical and current trends of assessment and intervention with children, adults and families with traumatic issues. An examination of assessment themes and models of intervention are presented and discussed. Larger systemic concepts such as the impact of societal violence are explored. Special attention is given to the role of trauma within vulnerable populations with a focus on survivors of war and combat. The role of the social worker in working with persons with traumatic histories, especially present day veterans is also addressed. *Prerequisites: Junior standing or permission of department chair, and either SWK120, SOA110 or PSY100.*

SWK395: Working with the Elderly 3 credits

In this course, students explore the aging process, popular myths, and differences associated with race, gender, class, and culture. The bio-psycho-social aspects of aging are examined against the backdrop of the socioeconomic and political realities that form the context for individual experiences of aging. Emphasis is placed on countering ageism in America and on understanding the role of the gerontological social worker in service delivery to the individual and to the larger family system. Program and policy initiatives are discussed. *Prerequisites: Junior standing or permission of department chair and either SWK120, SOA110 or PSY100.*

SWK396: International Field Experience and Seminar in Belize 3 credits

This two-week interim service learning internship provides students with an opportunity to explore the history and culture of Belize, while learning through direct service in health and human service settings. Through interdisciplinary exchange and a blend of classroom and field experiences, students are challenged to think critically about global issues in health care and social welfare. Students spend 60 hours working in health and human service settings in Belize

(e.g., assisting in the building of homes for low-income families; working in soup kitchens, clinics and nursing homes; participating in outreach services to frail elderly in the community, working with incarcerated youth, assisting families impacted by HIV/AIDS and working with children in an orphanage and in various school settings). Prior to departure, students gain familiarity with the country through readings and class meetings.

SWK399: Special Topics 3 credits
The department periodically offers courses of particular interest to Social Work majors.

SWK403: Research Methods I 3 credits
This course is the first of two required courses in research methods for majors. It is designed to introduce students to a broad range of research tools available to social workers for use in improving the effectiveness of their practice. Research Methods I examines various methodological approaches and provides a framework for students to develop skills in operationalizing variables, stating hypotheses, critically analyzing existing research, formulating a professional literature review, constructing a questionnaire, and crafting a methodologically sound research proposal. In addition, students will conduct a single case study to evaluate the effectiveness of a practice intervention. During the semester, emphasis is placed on the selection and use of research techniques that are culturally appropriate, ethically sound and sensitive to individual differences.
Prerequisite: Senior Social Work majors only.

SWK404: Research Methods II 3 credits
Building on the skills and knowledge base acquired in the first part of this two-semester sequence, students develop skills essential to becoming more critical consumers of research while preparing to become contributors to the knowledge base of social work practice. Students design and implement a research project based on current practice experience that is relevant to the profession, of service to the agency and of interest to the student. Emphasis is placed on the analysis and interpretation of findings, with consideration of their implications for social work practice, policy, and research. Students use the statistical package SPSS to analyze quantitative data, employing descriptive and inferential (parametric and non-parametric) statistics to assist in evaluating program outcomes and practice effectiveness.
Prerequisite: SWK403.

SWK410: International Social Work 3 credits
Through a comprehensive, cross-national comparison of responses to major social welfare issues, students deepen their awareness of the interrelated nature of societal values and social policies. Issues of global poverty, oppression, hunger, abuse of women, homophobia and racism are examined, with emphasis on the social worker's role in promoting human rights, social justice, and sustainable development for all persons. Venues of community development worldwide are explored, with consideration of how each works to address the needs of marginalized persons, while promoting intergenerational equity and affirmative action for disenfranchised populations. The interface of the international and domestic is examined in light of generalist practice.
Prerequisite: Senior Social Work majors and others interested in the international arena.

SWK421: Senior Field Seminar I 3 credits

This seminar is designed to support the learning process for students engaged in their senior field internship. Students are active participants in discussions related to generalist practice, making the seminar an integral part of the internship experience. Ample opportunity is given for students to process their own learning and to understand the challenges presented to the social work intern. Contemporary literature is used to inform and to support best practice. Client needs are discussed in the context of diversity, culture, and social work values. The application of interventions across varying populations is examined.

Prerequisite: SWK370.

SWK422: Senior Field Internship I 3 credits

The senior internship is a 16-hour per week experience in an approved practice setting that builds on the experience gained in the junior year. Students are engaged in professionally supervised learning experiences that are carefully selected based on their interests and learning objectives. Students use their knowledge of a variety of theories, skills and social work principles to explore practice domains and to strengthen their practice with clients.

Prerequisite: SWK370.

SWK451: Senior Field Seminar II 3 credits

This seminar is a continuation of SWK421, highlighting the professional development of the student. Students are challenged to apply their knowledge and skills differentially. Students expand their knowledge of the Code of Ethics and apply that knowledge to the situations and cases presented through their respective field placements. Students develop an in-depth understanding of the populations and of the services provided throughout the state. Through extensive journaling and processing, students engage in critical thinking and self-reflection.

Prerequisite: SWK421.

SWK452: Senior Field Internship II 3 credits

Students continue their 16-hour per week supervised internship from the first semester. The internship builds on prior learning and provides interns with the necessary experience to begin as a generalist practitioner upon graduation. Students in practice settings that work primarily with individuals and families follow clients through each phase of the helping process. Students in macro settings engage in community organizing, policy analysis, tracking legislation and testifying on pertinent issues.

Prerequisites: SWK421 and SWK422.

SWK470: Senior Integrative Seminar 3 credits

The purpose of this capstone course is to help students integrate past learning, both from social work courses and the liberal arts foundation, into a generalist practice framework. The interrelated nature of policy, practice and research is emphasized. As part of the process, students are required to demonstrate an understanding of generalist practice through the completion of a comprehensive and integrated group project that includes a multilevel practice solution to a hypothetical situation. Students' transition to professional practice is the focus of the course. Students are required to submit an integrated, competency-based

portfolio documenting personal achievement of policy, research and practice objectives infused throughout the Social Work program.

Prerequisites: SWK421 and SWK422.

SWK499: Independent Study

3 credits

Supervised study in an area not available in regularly scheduled courses.

Prerequisite: Written proposal approved by department chair.

One-Credit Workshops

Workshops on topics of diversity, oppression, working with special populations, and contemporary social issues are open to students from across the University. Additional workshops may be developed to address current issues and new developments. Students are required to attend all sessions and to complete the assignment outlined in the course syllabus.

SWK030: First Amendment and Religious Profiling

SWK031: Globalization

SWK060: Race, Class and Health

SWK061: The Internet Generation and the Adolescent Experience

SWK065: Affordable Housing

SWK071: Cultural and Differential Abilities across the Lifespan

SWK072: Human Sexuality across the Lifespan

SWK073: Traumatic Experiences across the Lifespan

SWK074: Environmental Issues in the 21st Century

SWK075: Critical Issues in Presidential Elections

SWK077: Trends in the Workplace

SWK078: Grant Writing

SWK083: Non-Violence and Mediation

SWK084: Historical, Political and Sociological Aspects of Baseball in America
1950 to present

SWK086: Effecting Change at State and Local Levels

SWK087: Violence and the Workplace

SWK089: Historical, Political and Sociological Aspects of U.S. and R.I. Baseball
Up to 1950

SWK090: Ethnicity, Class and Children

SWK091: Gender Specific Health Care Issues

SWK092: Political and Social Issues of Gambling

SWK093: Sexuality and Alcohol

SWK094: Domestic Violence: Analysis and Response

SWK095: Risk Management in Human Services

SWK096: The Immigrant Experience

SWK097: Pet Assisted Therapy

SWK099: War: A Means for Peace?

Sociology and Anthropology

Department Chair: Debra Curtis, Ph.D., M.P.H

Sociology and Anthropology are two distinct disciplines that analyze cultures, social institutions, and how individuals behave in groups. The department faculty deploy global, comparative, and multidisciplinary approaches to the study of human social organization and cultural practices. Both disciplines are committed to understanding how people make sense of their lives and how peoples' lives are shaped by economics, globalization, ethnic, race, and gender relations, religious forces and other social processes.

The department offers a combined major (B.A.) in Sociology and Anthropology (SOAN) in which students take courses from both disciplines in order to construct a robust intellectual platform for employment, civic engagement, and graduate studies.

Major in Sociology and Anthropology (B.A.)

The major consists of 36 credits. Of those 36 credits, 24 are required and 12 are drawn from electives. The eight required courses are:

| | |
|--|---|
| SOA110: The Sociological Imagination..... | 3 |
| SOA130: Anthropology: Interpreting Cultural Differences | 3 |
| SOA200: The Social Fabric: Language in Society..... | 3 |
| SOA212: Research Methods for Social Sciences..... | 3 |
| SOA272: Population Studies..... | 3 |
| SOA311: Social Theory | 3 |
| SOA335: Global Capital..... | 3 |
| SOA470: Senior Seminar: Topics in Social Stratification and Global Inequality..... | 3 |

Students will also take 12 credits from the following courses:

| | |
|--|---|
| SOA211: Race and Ethnic Relations..... | 3 |
| SOA214: Sociology of Marriages and Families..... | 3 |
| SOA216: Globalization and Social Change in the Age of the Internet | 3 |
| SOA217: Myth, Ritual, and Religion..... | 3 |
| SOA230: Gender and Sexuality..... | 3 |
| SOA240: Science, Technology, and Society..... | 3 |
| SOA249: Global Health: Society, Medicine, and the Body | 3 |
| SOA250: Children: A Global Perspective..... | 3 |
| SOA260: Anthropology of Human Rights..... | 3 |
| SOA317: Deviant Behavior | 3 |
| SOA399: Special Topics | 3 |

Minor in Sociology and Anthropology

In addition to the major, the department offers a combined minor. This minor, consisting of 18 credits, will be especially helpful for students from other disciplines who wish to augment their major field of study with a nuanced understanding of culture.

Required courses (9 credits):

| | |
|--|---|
| SOA110: Sociological Imagination | 3 |
| or SOA130: Anthropology: Interpreting Cultural Differences | 3 |
| SOA311: Social Theory | 3 |
| SOA335: Global Capital | 3 |

Elective courses (9 credits)

Nine credits from SOA at the level of 200 and above, chosen in consultation with the Department Chair.

Sociology and Anthropology Courses

SOA110: The Sociological Imagination 3 credits

Core Complement Course in Social Sciences

This introductory course presents the student with a critical analysis of the basic sociological perspectives, common concepts, prevalent theories, and widely used research methodologies. Using a number of sociological theories, a variety of pressing national and global social issues are critically analyzed.

SOA120: Social Problems: Analysis by Race, Class, and Gender 3 credits

Core Complement Course in Social Sciences

Students develop an understanding of the nature of social problems and their effects on individuals, families, and communities, with a focus on issues of social justice. Particular emphasis is placed on the effects of racism, classism, sexism, and other forms of oppression in shaping the social condition. An integral part of the course is an in-depth look at the commitment of sociologists and social workers to vulnerable groups, with attention given to the eradication of oppression in all its forms. Students learn how systems influence the perpetuation and remediation of social problems. Social problems are analyzed from the perspective of the major sociological theories. *This course is cross-listed with SWK120, which allows for an additional credit with a service learning component.*

SOA130: Anthropology: Interpreting Cultural Differences 3 credits

Core Complement Course in Social Sciences

Anthropology is a holistic approach to the study of peoples across time and space with an emphasis on cultural diversity. Students will be introduced to four sub-fields within anthropology, specifically, physical anthropology, linguistics, cultural anthropology, and archeology. Students will explore diverse topics ranging from the origin and timing of human evolution, to the effects of globalizing popular culture in non-western societies.

SOA200: The Social Fabric: Language in Society 3 credits
Why do people have accents? Do women and men speak the same language? We don't always use the same language in all situations—how did we learn how to do that? How do where we grow up, our ethnicity and gender affect the ways in which we speak and interact with others? Does culture influence language or is it the reverse? In this course we will look for answers to these questions, delving into issues in language and culture from a linguistic perspective. We will explore the complex intersections of language, culture, race, ethnicity, and gender through social interactions and their dynamics. We will learn about and discuss the tools and techniques that inform inquiry in these frameworks, such as linguistic corpora, discourse analysis, and ethnographic methods in order to better understand issues of language and inequality, language and power, language ideology, and the construction of social relationships. We will also consider language change, including language shift, pidgins, creoles, and language endangerment.

SOA211: Race and Ethnic Relations 3 credits
American society, both past and present, has been shaped largely by the fact that almost all of its inhabitants are either immigrants or the descendants of immigrants. This course will focus on their history, their social relations, and the conflicts that arise when people of different cultural groups come in contact with one another.

SOA212: Research Methods for Social Sciences 3 credits
This course is designed to introduce students to the fundamentals of quantitative and qualitative research methods in social sciences. Students will have the opportunity to conceptualize a research project, design their own data collection instruments, collect and analyze data, and present the material in a manner consistent with the current trends in sociology and anthropology. Students in this course will also be exposed to the ethical dilemmas and responsibilities of social science researchers.

Prerequisite: SOA110 or SOA130 or Instructor permission

SOA214: Sociology of Marriages and Families 3 credits
This course explores the changing structures and functions of many traditional and emerging forms of marriages and families in the U.S. and other societies. The course uses a comparative, cross-culture and global perspective in its approach to the study of traditional, modern, and post-modern marriages and families. Topics of interest include, but are not limited to: Socialization and Gender Roles; Romance, Love, and Loving Relations; Sexuality and Sexual Expression; Singlehood, Cohabitation; Marriage; Parenting and Raising Children; Divorce and Separation; and Remarriage and Stepfamilies.

SOA216: Globalization and Social Change in the Age of the Internet 3 credits
This course undertakes a broad-based study of globalization and the intensification of its effects—both positive and negative—on economic, political, and cultural institutions and actors throughout the world. Additionally, this course highlights and analyzes the central role of the Internet as a key conduit for the rapid dissemination of social change and social movements across national borders. Issues such as globalization of social problems, rise in global terrorism, heightened concerns for the health of the planet, cultural globalization, and transnational migration are among the closely studied topics.

SOA217: Myth, Ritual, and Religion

3 credits

This course will explore the role religion and the supernatural play in societies and in the lived experience of people. Particular focus will be placed on the use of myth, rituals, and rites of passage in varying cross-cultural contexts and the investigation of the origins and functions of religion. We will also explore the connections between religion and social change, with a focus on contemporary issues such as the rise of Christian and Islamic fundamentalism.

SOA230: Gender and Sexuality: Cross-cultural Perspectives

3 credits

This course is designed to investigate how sexuality in various parts of the world intersects with economics, politics, and social conditions. We will ask such questions as: Is sexuality culturally constructed or biologically determined? How do notions of the erotic differ within and between cultures? Do young people 'come of age' the same way all over the world? What is the relationship between sexuality and practices? What are the conditions under which the state might control or restrict sexual practices? How do anthropologists research human sexuality?

SOA240: Science, Technology, and Society

3 credits

This is an interdisciplinary course which sets out to explore the interplay among science, technology, and culture. Major scientific perspectives and methods of analyses investigating the dynamics of technological innovation and cultural change and an assessment of the benefits and risks of rapid technological changes are further identified and discussed.

SOA249: Global Health: Society, Medicine, and the Body

3 credits

Society, Medicine, and the Body is designed to explore and analyze the social contexts of health, illness, and the body. In this course, we will investigate how anthropologists and sociologists approach health and disease from a bio-cultural understanding. For instance, how do socio-cultural systems shape perceptions of the body, disease patterns and notions of healing? How do healing systems vary across cultures? How are infectious diseases shaped by political and economic factors? Analysis of how Western medical sciences influence our understanding of the body will also be studied.

SOA250: Children: A Global Perspective

3 credits

In this course we will examine childhood across cultures. We will begin by looking at how childhood has been constructed throughout Western history and then explore how childhood is variably determined across time and space. In part due to the way in which childrearing practices differ around the world, children become the repositories of culturally specific notions of morality and personhood. In order to appreciate this, we will look closely at how economic and political conditions affect childhood. We will pay particular attention to how children survive in geographic regions where poverty, terror, and violence are a part of everyday life. Given the ubiquity of media in everyday life, we will also examine how popular culture and consumption practices influence the experiences of childhood around the world.

SOA251: The Color Line in New England 1620-1861 3 credits*Core Complement Course in Social Sciences*

The first Africans entered Newport as enslaved captives in the 1640s. This course reviews the history of African-Americans in the region, focusing on architecture, material culture, belief systems, and food ways. Students work closely with members of local African-American communities on preservation projects linked to Newport's rich tradition of African-American history. *Cross-listed with CHP251.*

SOA260: The Anthropology of Human Rights 3 credits

The anthropological study of human rights is an appropriate course to offer in an increasingly globalized world. Given Salve Regina's mission to seek universal justice it is imperative to help our students understand that building a discourse on universal human rights is an initiative that requires multiple perspectives. This course will help students appreciate the tensions that arise between respecting cultural differences and norms and working toward an international human rights movement.

SOC272: Population Studies 3 credits*Core Complement Course in Social Sciences*

This course provides a broad and comprehensive perspective in the study of demography and population studies. The main concerns include the size, composition, and geographic distribution and physical movements of human population. The basic concepts of fertility, mortality, and migration and their interaction with the broader economic, political, and cultural institutions will be discussed in detail.

SOA311: Social Theory 3 credits

This course presents the student with an introduction to the nature of sociological theory and the major theoretical developments that have shaped the fields of sociology and anthropology. Emphasis is placed upon major theorists, their biographies, and the intellectual traditions which influenced their development, as well as each theorist's contribution to the field. Particular attention is given to the pertinence of theory and to the understanding of social systems, culture and change in the contemporary world.

Prerequisites: SOA110 or SOA130 and junior/senior standing.

SOA317: Deviant Behavior 3 credits

An analysis of behavior that is considered socially prohibited. Through selected readings and from a number of theoretical perspectives students explore the ways in which society defines deviance and the deviant, the roles that individuals and groups play in the labeling of deviant behavior, and the means that society uses to control and eliminate such behavior.

Prerequisite: Junior/senior standing.

- SOA335: Global Capital** 3 credits
Core Complement Course in Social Sciences
Cultures worldwide participate in and are affected by the new global cultural economy. In this class we will explore the effects of flows of people, technology, finance, and information on local cultures around the world with an emphasis on struggles for justice. We will cover a range of issues including the changing economies of Third World nations, the rise of ethnic conflicts and nationalism, the effects of mass media, and global environmentalism. These are all very popular contemporary issues in anthropology. Understanding the logic of the modern capitalist world system will be central to our analysis of these issues.
Prerequisite: Sophomore or higher standing.
- SOA399: Special Topics** 3 credits
Courses of particular sociological interest as determined by the department and offered on an irregular basis.
- SOA470: Senior Seminar: Topics in Social Stratification and Global Inequality** 3 credits
- SOA491: Internship** 3 credits
- SOA499: Independent Study** 1-3 credits
Course work arranged for majors to pursue avenues of learning outside the existing offerings of the department.

VIA

Director: Katherine Lawber, Ph.D.

The VIA program consists of six interdisciplinary courses in which students work together with professors as a team. Students take one course together each semester beginning in the fall of the sophomore year and continuing until graduation. The courses cover many areas of study, but focus in particular on the “great ideas” in history that inform the building of the Good Life. Four of the six courses fulfill core curriculum requirements. Taken together, these courses provide a “pathway” (“via” in Latin) to graduation and to the best preparation for life in the 21st century. Students interested in becoming members of the VIA program apply during the spring semester of the freshman year; applications are due to the director by March 15.

VIA Four-Year Plan

Each year the VIA program focuses on a theme. Each semester offers a broad-based course that expresses a variation on that theme.

Freshman Theme: Visions

The first year focuses on Visions; that is, on the great explanations of the Good Life from various cultural and historical perspectives. The theme lays the groundwork for the four- year sequence of VIA courses.

Sophomore Theme: Interpretations

The second year looks at the wide variety of interpretations that have been given to these great visions of the Good Life. Students need to become responsible for their own “interpretations” as they shape their lives. “Interpretation” here means not only the skill to read and think critically, but also the ability to translate historical ideas into some form of personal expression.

PHL220: Philosophy and Responsibility: Creative Interpretations

Leading to the Good Life

3 credits

Common Core Requirement

In the light of classic philosophical texts, students examine various ethical treatments of personal and social responsibility, the nature of community, as well as the challenges inherent in working for a world which is harmonious, just and merciful.. VIA students register for a section of this common core course which is specifically designed to integrate VIA themes. This course is a VIA section of PHL220 and fulfills the common core philosophy requirement.

Prerequisites: GST150 and ENG150.

VIA220: Destructive Interpretations of the Good Life 3 credits
This course examines what can go wrong when bad ideas or distorted interpretations of the great visions gain acceptance. It is necessary in the shaping of one's life to learn from the mistakes of history and from the depictions of human evil and confusion. What role does suffering caused by human depravity play in the shaping of the good life? Is suffering necessary for knowledge and consciousness?

Junior Theme: Reflection and Action

The themes of the third year are reflection and action. Students will consider the insights psychology offers regarding contemporary problems and take action to serve those most in need.

VIA255: Psychology of Prejudice 3 credits
Core Complement Course in Social Sciences

This course provides students with an opportunity to see how prejudice, stereotyping, and discrimination can occur across a wide variety of settings and target many different populations. Students will learn how such beliefs and behaviors produce their debilitating effects and what might be done to prevent or remedy such effects. This course is a VIA section of PSY255 and fulfills the core complement Social Science requirement.

Prerequisite: PSY100 recommended.

VIA321: Thinking Globally, Acting Locally 3 credits

This course takes the student out of the classroom and into the world of action. Students participate in social services in the Newport community in order to learn directly the benefits of working cooperatively for the general good. Students also meet regularly with their instructors to discuss their service learning project and reflect on the assigned readings. This work is especially beneficial when it is with people of a culture different from one's own. The goal is to experience the deep satisfaction derived from realizing in the "real world" the best ideas learned in the classroom during the freshman and sophomore years.

Senior Theme: Integration

Integration or the unifying of learning and experience into a coherent whole is one of the goals of a liberal arts education. The two senior-year courses serve as the capstone of the VIA program. Students' writing should be polished and their public speaking confident and persuasive.

VIA205: Contemporary Global Literature: Integration in Writing 3 credits
Core Complement Course in Literature

Students in this course will focus on critical thinking and interpretation of major literary works including drama, fiction and poetry. In this course, students have the opportunity to show in writing, at the culmination of their collegiate career, the connections made among the various areas of learning. The goal is intellectual originality, organization of thought, and clear articulation.

This course is a VIA section of ENG205 and fulfills the core complement literature requirement.

VIA356: Contemporary Christian Spirituality

3 credits

Core Complement Course in Religious and Theological Studies

Contemporary spirituality concerns itself with the question of how to lead a deeply committed Christian life in the world of high technology and almost constant change. We examine theories of spirituality in the past to see their influence on our present situation; the spiritualities of other traditions to see their possible contributions to our own; the question of whether a person can develop a spirituality on his own or whether he needs a community or a church is helpful. Lastly we raise the question of what moral choices we must make to seriously adopt a particular kind of spirituality. In this open forum and debate course students must draw upon the great ideas of history, the insights gained from their University education, and from their participation in the VIA program. Students will be asked to “think on their feet” before an audience, organize ideas with clarity, defend ideas with confidence, listen carefully to others’ opinions, and change their minds when confronted with better ideas.

This course is a VIA section of RTS356 and fulfills the core complement Religious and Theological Studies requirement.

Prerequisite: RTS210.

Full-time Faculty

Nadia Abgrab-Noormohamed

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