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Salve Regina University Undergraduate Catalog 2009-2011

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Undergraduate Catalog
2009-2011



Salve Regina University
A Catholic Liberal Arts University

2009-2011
Undergraduate Catalog

Visit our Web site at **www.salve.edu** or e-mail our
Office of Admissions at sruadmis@salve.edu.

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Academic Calendar 2009-2010

2009 – Fall Semester

September 6	Sunday	Freshman and New Students Arrive
September 7	Monday	Labor Day – No Classes
September 8	Tuesday	All Resident Students Arrive
September 9	Wednesday	Fall Classes Begin
September 17	Thursday	Last Day To Change Semester Registration
September 17	Thursday	Constitution Day – All classes Meet
September 18	Friday	Inauguration of Seventh President of Salve Regina University
October 5-9	Mon – Fri	Fifth Week Evaluation Period
October 10-12	Sat – Mon	Columbus Day Break – No Classes
October 12	Monday	Resident Students Return
October 13	Tuesday	Classes Resume
October 30	Friday	Last Day to Withdraw from a Semester Course Without Penalty
November 10-16	Tues – Mon	Registration for Spring Semester
November 11	Wednesday	Veterans' Day – All Classes Meet
November 13	Friday	Last Day to Submit File for Degree Forms to the Registrar for May 2010 Commencement
November 25-29	Wed – Sun	Thanksgiving Break – No Classes
November 29	Sunday	Resident Students Return
November 30	Monday	Semester Classes Resume
December 11	Friday	Last Day Of Semester Classes
December 12-13	Sat – Sun	Undergraduate Reading Days
December 14-18	Mon – Fri	Final Exams
December 19	Saturday	Christmas Break Begins
December 22	Tuesday	Final Grades for All Students Due in the Registrar's Office

2010 – Spring Semester

January 18	Monday	Martin Luther King Day – No Classes
January 18	Monday	Resident Students Arrive
January 19	Tuesday	Spring Classes Begin
January 27	Wednesday	Last Day To Change Semester Registration
February 1	Monday	Recommended Last Date to File Financial Aid Forms to Satisfy March 1 Priority Filing Deadline, 2010–11 Academic Year
February 15	Monday	Presidents' Day – No Classes
February 16	Tuesday	All Monday Classes Meet – No Tuesday Classes
February 16-19	Tues – Fri	Fifth Week Evaluation Period
March 6-14	Sat – Sun	Spring Break
March 14	Sunday	Resident Students Return
March 15	Monday	Spring Classes Resume
March 19	Friday	Last Day to Withdraw from a Semester Course Without Penalty
March 25-31	Thurs - Wed	Registration For Fall 2010

April 1-5	Thurs - Mon	Easter Break
April 5	Monday	Resident Students Return
April 6	Tuesday	Spring Classes Resume
April 7	Wednesday	All Monday Classes Meet – No Wednesday Classes
April 30	Friday	Last Day Of Semester Classes
May 1-2	Sat – Sun	Undergraduate Reading Days
May 3-7	Mon - Fri	Final Exams
May 10	Monday	Final Grades for All Students Due in Registrar's Office
May 15	Saturday	Baccalaureate Mass
May 16	Sunday	University Commencement

2010 – Summer Sessions

May 24	Monday	Summer Session I – Classes Begin
May 31	Monday	Memorial Day – No Classes
June 28	Monday	Summer Session I – Classes End
June 29	Tuesday	Summer Session II – Classes Begin
July 5	Monday	Independence Day Observed – No Classes
August 2	Monday	Summer Session II – Classes End

Academic Calendar 2010-2011

2010 – Fall Semester

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

ACADEMIC CALENDAR

2011 – Spring Semester

January 17	Monday	Martin Luther King Day – No Classes
January 17	Monday	Resident Students Arrive
January 18	Tuesday	Spring Classes Begin
January 25	Tuesday	Last Day To Change Semester Registration
February 1	Tuesday	Recommended Last Date to File Financial Aid to Satisfy March 1 Priority Filing Deadline, 2011–12 Academic Year
February 14-18	Mon – Fri	Fifth Week Evaluation Period
February 21	Monday	Presidents’ Day – No Classes
February 22	Tuesday	All Monday Classes Meet – No Tuesday Classes
March 11	Friday	Last Day to Withdraw from a Semester Course Without Penalty
March 12-20	Sat – Sun	Spring Break
March 20	Sunday	Resident Students Return
March 21	Monday	Spring Classes Resume
March 31-April 6	Thurs – Wed	Registration For Fall 2011
April 21-25	Thur – Mon	Easter Break
April 25	Monday	Resident Students Return
April 26	Tuesday	Spring Classes Resume
April 27	Wednesday	All Monday Classes Meet – No Wednesday Classes
April 29	Friday	Last Day Of Semester Classes
April 30-May 1	Sat – Sun	Undergraduate Reading Days
May 2-6	Mon – Fri	Final Exams
May 9	Monday	Final Grades for All Students Due in Registrar’s Office
May 14	Saturday	Baccalaureate Mass
May 15	Sunday	University Commencement

2011 – Summer Sessions

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

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 programs are based on the liberal arts, offering concentrations in the arts and sciences and in pre-professional 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, 209 Burlington Road, Bedford, MA 01730-1433, (617) 271-0022, e-mail: cihe@neasc.org.

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

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

Accessibility of Programs and Services

Salve Regina University is committed to providing equal 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 supports students with disabilities may be entitled to receive include, but are not limited to: academic accommodations (extended time exams, notetaking 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 Dr. Susan Pratt, Disability Services Coordinator and ADC Director, located in McAuley Hall; or may mail documentation to:
Dr. Susan Pratt, Director
Academic Development Center
100 Ochre Point Ave.
Newport, RI 02835
Fax: 401-341-2912
2. Make an appointment with the Disability Services Coordinator by calling 341-3150, or by emailing susan.pratt@salve.edu 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.
4. 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 <http://www.salve.edu/offices/disabilityservices/> 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, standardized testing, 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. Due to the high volume of visitors, the office is unable to provide interviews. Please check the University's Web site at explore.salve.edu for our visit calendar or call the office for the schedule.

Admissions Procedures

New students are admitted to Salve Regina University in 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 either utilizing the Common Application with the Salve Regina supplement or Salve Regina University online application found on our website at explore.salve.edu. The Salve Regina Web site 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 freshmen 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) or visit our website at (explore.salve.edu). 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.
- Two letters of recommendation - one from a high school guidance 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 Dean of Students Certification form (available for download from the Web site) from each previously attended institution. This form attests to student disciplinary standing at past colleges and/or universities. 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

ADMISSIONS

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 freshmen 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. 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) in place of the SAT/ACT. The minimal TOEFL score is 61 (500) and students with TOEFL scores below 79 (550) are required to enroll in Salve Regina’s credit bearing ESL electives. 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 providing a Certification of Finances as part of the application package.

Candidates for 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 admissions 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.

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 native language is not English, possessing a baccalaureate degree, must also complete the University's English as a Second Language (ESL) requirement, or have a minimum TOEFL score of 79 (550).

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. Course work accepted in transfer is added to the existing Salve Regina University transcript. Students who have been away for more than a semester must fulfill the residency requirement of 36 credits at Salve Regina University, 30 of which must be taken after readmission to the University.

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 Web site.

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 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.
- Notifying the Office of Academic Advising or 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 by the Dean from all current semester classes).
- 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. Tuition also includes registration, student health and health insurance fees. 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 Web site. The Business Office Web site is located at www.salve.edu/offices/business.

University Laptop Program

Salve Regina University requires each entering student to purchase the University-supported laptop computer for that academic year. The laptop computer is used by students in their academic endeavors, particularly with the development of their integrated electronic portfolio. The electronic portfolio is designed to allow students to collect information in a digital format about their college experiences and reflect on that experience in an organized, thoughtful manner.

The laptop is purchased by students entering Salve Regina by means of a one-time special technology fee during their first semester at the University. In addition to the laptop itself, the technology fee covers maintenance on the laptop, including accidental damage protection, annual use of the software license subscriptions included in the approved software image for the laptop and free service for items under warranty at the on-site Student Laptop Center. Further information on the laptop program is available on the University Web site: www.salve.edu/offices/it/laptops.

Financial Aid

The Office of Financial Aid provides information and counseling on financial aid and other options for financing college costs. The University Web site, 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 Web site. All verification materials will be requested through the College

Board's Imaging and Documentation Service (IDOC). Verification materials include:

- 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). If a returning student is selected for verification, documentation information will be requested through the College Board's Imaging and Documentation Service (IDOC).

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 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 tries 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 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 averages (GPA).

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

meeting the minimum requirements, one additional probationary semester of financial assistance may be granted.

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

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 education 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 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 at least a 3.20 cumulative grade point average (GPA). 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 Web site: explore.salve.edu.

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 Salve Regina University.

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. 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 Web site.

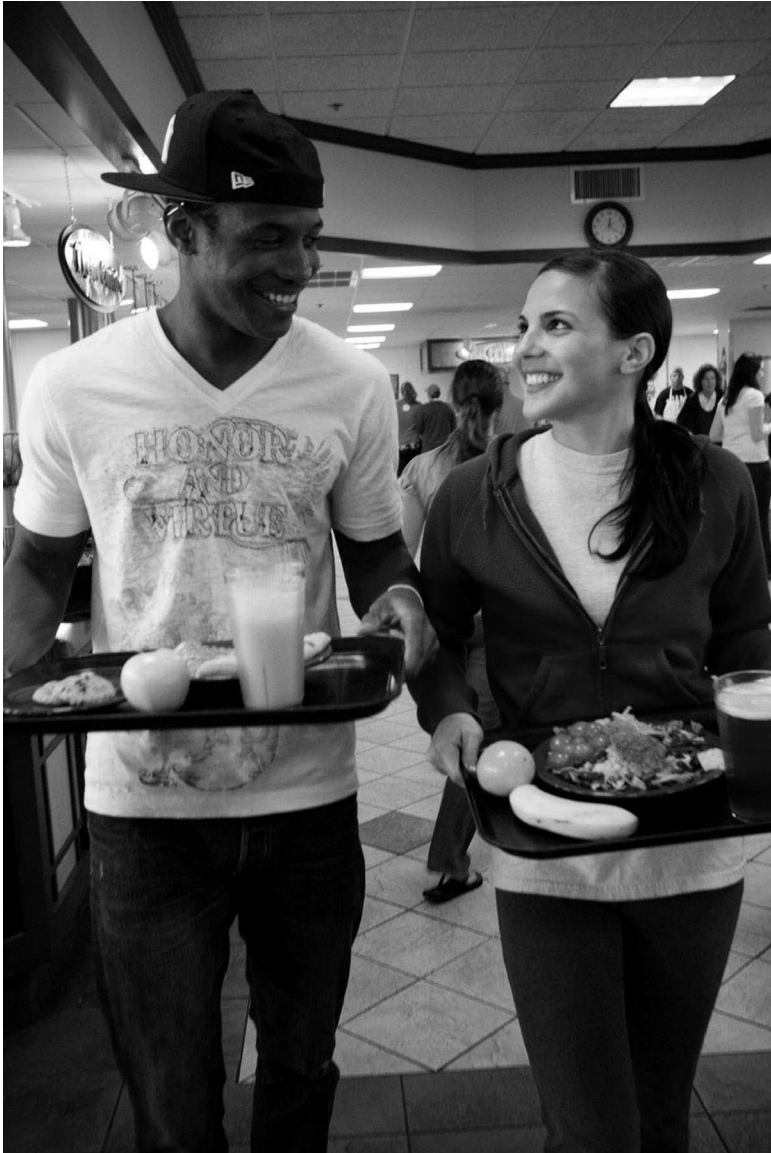
Salve Regina encourages families to seek outside scholarships. The University has very flexible policies regarding the posting of outside scholarships. Whenever possible, these scholarships augment need-based financial aid awards. For further information, please contact the Office of Financial Aid.

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 Web site, 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 human living outside the formal academic environment. It supports the mission of the University 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.

Student Services

Residential Facilities

The Office of Residential Life supports approximately 1,200 students living in 24 buildings. These residential facilities vary from traditional college accommodations for freshmen to smaller cottages and historic properties for sophomores to apartments for upperclass students. Several of these buildings were designed and built by world-famous architects. The unique nature and size of these residential facilities offer single, double, triple, and quadruple capacity rooms.

Campus Residency Requirement

All full-time freshmen and sophomores who are not commuting to campus from their parents' permanent residence (legal domicile) are guaranteed housing and required to live on campus.

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, Student Government Association, Campus Activities Board, Mosaic Newspaper, and WSRU Radio. This level also contains the Game Room, Game Cave, Little Theatre, Underground Lounge, ATM, and the on-campus residential student mailroom. The first floor features Global Café, Fireplace Lounge, a conference room, and an expansive lobby area. Space in the building can be reserved by completing an online Event Planning Form found on the Salve Regina University Web site.

Office of Student Activities

The Office of Student Activities supports the mission of the University by involving students in co-curricular experiences that promote learning, personal growth and development, leadership, an appreciation for diversity, and a sense of belonging to the campus community.

Student Activities designs and implements a wide range of programs and special events including Late Night Wakehurst, feature and foreign films, Club Rush, Welcome Week, Fright Week, Take Five Stress Relief, Senior Week and the annual spring concert. Past concerts have featured Plain White T's, Guster, Something Corporate and Gym Class Heroes, to name a few.

Student Activities staff advise the Campus Activities Board (CAB), a volunteer student organization that sponsors live comedy and novelty acts, coffeehouse performances, 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 cocurricular needs of students. The office sponsors a monthly Presidents' Council 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 life 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. Involvement of all students, particularly freshmen, is encouraged. SGA communicates with the administration, the faculty, and the staff through elected representatives who serve on various SGA and University committees. For every 100 matriculated students one representative is elected. A five-member executive board is elected in the spring semester while senators are elected at the start of the fall semester.

Activities Funding Board

The Activities Funding Board (AFB) has primary responsibility for the allocation of funds collected through the Student Activity Fee. The AFB reviews funding requests submitted by officially recognized student organizations at Salve Regina University. Funding request forms are available at the Office of Student Activities. Individuals wishing to start new organizations should request a copy of the University's Student Organization Recognition Policy from the Office of Student Activities.

The voting membership of the AFB is comprised of seven student representatives and three members of the professional staff/faculty. The Student Government Association selects student representatives for the AFB. The AFB meets biweekly and requires a quorum of seven members (at least five students) in order to consider requests. The Vice President for Student Affairs has overall responsibility for the functioning of the AFB.

Student Organizations

Student organizations provide the campus community with activities, programs, and resources that enhance the quality of student life. Salve Regina University encourages participation in these organizations as a way for students to develop life skills. The following clubs and organizations are officially recognized by the University and the Student Affairs Committee:

- Accounting and Finance Club
- Administration of Justice Club
- American Marketing Association
- Anthropology and Sociology Club
- All Religions in Service to Everyone (ARISE)
- Art Guild
- Best Buddies
- Campus Activities Board (CAB)
- Circle K
- College Democrats

STUDENT AFFAIRS

College Republicans
Council for Exceptional Children (CEC)
Cultural and Historic Preservation (CHP)
East Bay Special Olympics
Endangered Species Club and Plant Evolution (ESCAPE)
Environmental Club
Film Club
Fitness for Life
Gay, Straight, Lesbian, and Bisexual Alliance (GSLBA)
Information Systems Management Club
Model United Nations
Mosaic News
Multicultural Student Organization (MSO)
Paintball Club
Philosophy Club
PreMed Club
Psychology Club
REAL Women
Rag Left (or Right)
Renewal Bible Study
SRU Dance
Stand
Social Work Club
Stagefright Theatre Company
Student Association of Interdisciplinary Life Sciences (SAILS)
Student Government Association (SGA)
Student Nurse Organization (SNO)
Students for a Democratic Society (SDS)
Surf Club
Volunteers Interested in Reaching and Guiding Others (VIRGO)
Willow Literary Magazine
WSRU Radio

Intercollegiate Athletics, Intramural, and Recreational Sports

Salve Regina University is a Division III member of the NCAA and competes in the ECAC, TCCC, and NEFC conferences. Competitive opportunities are available in the following sports: baseball, men's/women's basketball, men's/women's cross country, field hockey, football, men's/women's ice hockey, men's/women's lacrosse, co-ed sailing, men's/women's soccer, softball, men's/women's tennis, women's track and field, and volleyball.

An extensive intramural and recreation program and a newly introduced club sports program is available to students in areas such as Basketball, Flag Football, Floor Hockey, Soccer, Softball, Tennis, and Volleyball, Ultimate Frisbee, Fencing and Rugby. Recreational opportunities are available in a number of activities that include Aerobics, Pilates, Running, Swimming, Walking, and Weight Training.

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 County YMCA.

Mercy Center for Spiritual Life

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

The Mercy Center Student Council is an energetic and welcoming community of students from diverse religious traditions. In collaboration with the professional staff of the Mercy Center, Students meet wekkly to plan a variety of events, engage in service, reflect and pray together, and take a break from hectic schedules. Everyone is welcome.

Celebration of the Eucharist: Ochre Court Chapel
Sundays 11:30 a.m. and 7:00 p.m. (Student Eucharist)
Weekday: Monday through Thursday at 12:30

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 24/7 access to full and part-time internship and work-study postings; listings of career events (which include career fairs, van trips, on-campus recruiting and interviewing opportunities); upload capability and electronic review of resumés and cover letters; online resources for a variety of topic areas; and the means for communicating with alumni mentors.

For a full listing of services provided by the Office of Career Development to students and alumni, visit the Web site: www.salve.edu/offices/careerdev/.

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.

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 issues. 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 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 Web site 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/Planner

The Student Handbook/Planner contains essential information about policies and procedures directly related to students. All students are expected to be familiar with the Student Handbook content and to act in accordance with the policies and procedures outlined there. In addition, the planner serves as a valuable personal scheduling resource for the University's academic year.

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 three 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 Original Burger Company in Miley Hall, 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, campus laundry machines, Global Café, Jazzman's Café, Sky Ranch Grill and Miley Mart purchases, Salve Regina Health Services, library microfilm scanners and fileprints, library copiers, Sullivan Fitness Center, and the McKillop Library Mail Services and Copy Center.

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 both 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 or professional disciplines. Students may pursue a second major or a minor when possible and appropriate. Those who intend a major in Art, 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 large, general ideas and 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 through EAP104 to complete this requirement.

SPA101-102:	Practical Spanish I and II, Total Immersion
SPA111-112:	Elementary Spanish I and II
FRN111-112:	Elementary French I and II
GRM111-112:	Elementary German I and II
ITL111-112:	Elementary Italian I and II
PTG111-112:	Elementary (Brazilian) Portuguese I and II
CHN111-112:	Elementary Chinese I and II
LAT101-102:	Elementary Latin I and II
FRN200:	Intermediate French
FRN201:	French Conversation
FRN203:	French Grammar and Composition
SPA203-204:	Intermediate Spanish I and II
SPA207:	Spanish for Business and Finance
SPA213:	Advanced Spanish Grammar
SPA241-242:	Spanish Conversation, Composition, and Reading I and II
EAP101-104:	English for Academic Purposes

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
- ENG215: Elements of Modernism in 20th Century American Literature
- ENG228: The Romantic Revolution
- ENG229: The Victorians: Eminent and Otherwise
- ENG247: Introduction to Literary Theory and Criticism
- ENG345: Studies in World Literature

Mathematics

Students will complete one course from the following list according to the Mathematical Sciences Department Placement Guidelines:

- MTH170: Concepts in Mathematics
- MTH191: Applied Calculus I
- MTH200: Discrete Mathematics
- MTH201: Calculus I
- MTH202: Calculus II
- MTH203: Calculus III

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
- BIO111-112: General Biology I and II
- BIO140: Humans and Their Environment
- BIO/ISM150: Bioinformatics
- BIO190: Nutrition
- BIO205-206: Human Anatomy and Physiology I and II
- BIO207: Microbiology of Health and Disease
- BIO210: Microbiology
- BIO220: Cell Biology and Chemistry
- BIO245: The Biology of Women in Health and Disease
- CHM113-114: General Chemistry I and II
- CHM121: Chemistry of Human Health
- CHM130: Chemistry in Society
- PHY201-202: Physics I and II
- PHY205-206: 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: Introduction to Cultural Economics

ECN101: Economic Principles I

ECN105: Basic Economics

POL115: The American Political System: Its Institution and Its Struggles

POL120: Introduction to World Politics

One course from Anthropology or History

APG110: Human Diversity: An Introduction to Anthropology

APG335: Cultural Dynamics and Globalization

CHP/APG251: The African-American Diaspora

HIS103-104: Western Civilization I and II

HIS110: Survey of American History

HIS111: Interpretations of American History to 1877

HIS112: Interpretations of American History 1877-Present

One course from Psychology or Sociology

PSY100: Introduction to Psychology

PSY255: Psychology of Prejudice

PSY290: Cross-Cultural Psychology

SOC110: The Sociological Perspective

SOC/SWK120: Social Problems: Analysis by Race, Class and Gender

SOC330: Social Stratification and Social Inequality

Religious and Theological Studies

In addition to the Common Core Religious and Theological Studies Course, students will select one course from the following list:

RTS250: Introduction to the Bible

RTS330: Understanding the Old Testament

RTS333: Symbol and Sacrament

RTS335: Christian Ethics and Social Issues

RTS336: Christian Marriage and Family Life

RTS340: The Church in the New Millennium

RTS350: Jesus and the Gospels: "Who do you say I am?"

RTS360: Christianity, Ethics and the Environment

RTS370: Women and the Christian Traditions

RTS375: Women of the Bible

RTS380: Mercy as the Art of Remembering

RTS410: Contemporary Christian Spirituality

RTS420: Introduction to the Pauline Epistles

RTS430: Emerging Theologies

RTS440: Jesus Christ through History

RTS450: Christian Ethics and Biomedical Issues

RTS460: Christian Ethics and Leadership

RTS485: The Catholic Experience

RTS490: The Jewish 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
- 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
- THE211: Theatre History I
- THE212: Theatre History II

Core Curriculum – Associate Degree Program

The Salve Regina University Core Curriculum for the Associate 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 (B.A.)
- English and Secondary Education (B.A.S.)
- Financial Management (B.S.)

French (B.A.)
French and Secondary Education (B.A.S.)
Global Business and Economics (B.A.)
History (B.A.)
History and Secondary Education (B.A.S.)
Interactive Communication Technology (B.A.)
Information Systems Management (B.S.)
International Studies (B.A.)
Management (B.A.)
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.)
Politics (B.A.)
Psychology (B.A.)
Religious and Theological Studies (B.A.)
Social Work (B.S.)
Sociology (B.A.)
Spanish (B.A.)
Spanish and Secondary Education (B.A.S.)
Studio Art (B.A.)
Theatre Arts (B.A.)
Theatre Arts and Secondary Education (B.A.S.)

Five-Year, Five-and-a-Half-Year and Six-Year Bachelor/Master Degree Programs

The University's five-year 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 (B.A. and M.S.) – five years
Business Administration (B.A. or B.S. and M.B.A.) - five years
Holistic Counseling (B.A. or B.S. and M.A.) – six 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
Anthropology
Art History
Biology
Business Administration
Chemistry
Cultural and Historic Preservation
Dance
Economics
English Communication
English Literature
Environmental Studies
Film Studies
French
Global Business and Economics
History
Human Services
Information Systems Management
Interactive Communication Technology
International Studies
Mathematics
Music
Neuroscience
Philosophy
Politics
Psychology
Religious and Theological Studies
Secondary Education
Sociology
Spanish
Special Education
Sports Management
Studio Art
Women's Studies
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 (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.

Service Learning Requirement

As part of the Feinstein Enriching America Program, all students must complete 10 hours of community service as a graduation requirement. Normally this is accomplished 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 and by Academic Advising. A student may apply for this program after earning 90 credits.

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 present for the second degree at least 32 credits in addition to those presented 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 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, who possess a baccalaureate degree must also complete the University's core curriculum and EAP courses through EAP104.

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 online, 8-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 (www.salve.edu/graduatestudies/continuinged/). For information on the RN to BS program, please see the Nursing section of this catalog, page 225.

First Year Experience (FYE)

The First Year Experience program seeks to improve the academic success and persistence of first year students by offering a curriculum that encourages academic and personal development. Students are grouped into learning communities enrolled in three common courses: the freshman "Portal" course, Seeking Wisdom; the freshman Literature course, What It Means to Be Human; and a one-credit, one-semester New Student Seminar. These courses explore themes of social responsibility as well as personal wellness. The New Student Seminar seeks to connect students with Salve Regina University and its resources, the city of Newport, the Core Curriculum, and students' prospective area of academic interest.

The FYE Student Mentor Program

Mentors are upper-class students who have been selected to co-facilitate a section of the New Student Seminar with an instructor. The mentor works with the instructor to create a sense of belonging, connectedness, and familiarity to the campus and local community. Each fall semester, mentors participate in a one-credit Mentor Practicum (GST 130), which provides support, training, debriefing, and updates.

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. As such, Service Learning is an excellent way to live out the University's Mission to "seek wisdom and promote universal justice." As part of the Feinstein Enriching America Program, all undergraduate students complete 10 hours of community service that is integrated into the Service Learning component of the New Student Seminar and Transfer Student Seminar. The seminars introduce students to opportunities for community service while reflecting on them in the context of Catholic social teaching. In addition, students are encouraged to pursue Service Learning options in upper level courses that have been identified as such.

Pell Honors Program

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, 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.

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 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 five main components:

1. Specially-designed honors sections of the New Student Seminar and core courses;
2. An intensive course in scholarly writing, taught by the Director;
3. Co-curricular activities connected with the Pell Center;
4. A junior-level internship or study-abroad experience;
5. The Pell Senior Synthesis Project.

Pell Honors students must maintain a minimum 3.3 cumulative grade point average to remain in the program. For more information see page 237.

VIA

The VIA Program, "Vital Studies for Whole Life Design," is a program of seven 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 EAP111-112.

Internships

Internships provide opportunities for undergraduates to combine academic experience with career interests by working with professionals. Internship possibilities may be explored through the Career Development Center. Internships may also be pursued for academic credit under the tutelage of a faculty sponsor who assists the intern in relating the internship to the academic program. The student and the faculty sponsor collaboratively develop a learning contract that specifies the academic components of the internship. The faculty sponsor designs, directs, evaluates the program of study that takes place concurrently with the internship, and assigns the grade.

Students interested in academic credit for internship should consult an appropriate faculty sponsor, and submit the form entitled "Internship for Academic Credit" along with their registration form. Internships for academic credit must be approved by the Dean of Undergraduate Studies before the work commences.

Study Abroad Program

To advance its Core Curriculum goals and increase global awareness, Salve Regina University offers programs for study outside the United States. With direct exchanges and through affiliated institutions, Salve Regina offers short term and semester long programs throughout the world. Salve Regina also conducts intersession and summer programs in England, Mexico, Rome, France, and Spain. Intersession and summer programs are open to all students in good standing; semester and year-long programs are open to juniors and seniors with a minimum grade point average of 2.70. Students wishing to pursue any of these opportunities must first complete an application at the Office of International Programs to insure proper coordination of the student's academic program at Salve Regina. Financial aid from the University is applicable to semester and academic year study abroad programs.

The Washington Semester

The Washington Semester is an opportunity for qualified students to study as interns in Washington, D.C. at American University for a semester. Information on this opportunity is available through the Office of International Programs.

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

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. No prerequisite.

1 credit.

MSL102: Introduction to Leadership II

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.

Open to all levels. No prerequisite.

1 credit.

MSL201: Leadership and Military History

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. No prerequisite.

3 credits.

MSL202: Leadership and Team Building

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. No prerequisite.

3 credits.

MSL300: Leadership Training Internship

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.

6 credits.

CURRICULUM AND DEGREE PROGRAMS

MSL301: Advanced Leadership Management I

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.

3 credits.

MSL302: Advanced Leadership Management II

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.

3 credits.

MSL401: Adaptive Leadership

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.

3 credits.

MSL402: Adaptive Leadership in a Complex World

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.

3 credits.

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, are imposed by the course instructor and 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. Repeated violations may result in dismissal from the University. Appeal is to the Vice President for Academic Affairs or the Vice President'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.

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.

ACADEMIC 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 Academic Advising if he/she knows of some circumstance that will necessitate an extended absence from classes.

Habitual Non-Attendance

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).

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 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 are subject to withdrawal from each class not attended. If a student never attended any courses during the drop/add period, the student will be withdrawn from his/her full schedule of courses.

Confidentiality of Student Information

Procedures for the release and disclosure of student records maintained by the University are in accordance with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA). Where the law is silent, the University is guided by the principles that the privacy of an individual is of great importance and that as much information 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 in class schedule booklets prior to registration each semester. 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.

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 enrolled in a degree program. Non-matriculated students may not enroll for more than two courses (6 credits), unless specific permission is granted by the Dean of Undergraduate Studies. 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

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 as described elsewhere in this section.

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 total 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, and must obtain permission to do so from the Office of Academic Advising. Each additional credit will be subject to an additional tuition charge on a per-credit basis. Rates are published online and in the class schedule booklets each semester.

One-Credit Units

To enhance educational opportunities and promote wellness, Salve Regina University offers a number of 1-credit courses. The 1-credit offerings include physical education, music, special interest workshops, service learning, and seminars related to departmental majors. Students may apply up to eight 1-credit units toward the graduation requirement of 120 credits for baccalaureate degrees. Of these eight, only four in physical education may be included. Any 1-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 1-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 sophomore level undergraduate courses.
- 300-499 Upper division undergraduate. Primarily junior and senior level undergraduate 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 and in the Class Schedule booklet. 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 Degree Audit 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. 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 Academic Advising. 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.

Registration Holds

In order to register each semester, all students must have clearance from the Business Office, Financial Aid, Health Services, and Academic Advising. Details are published online and in the class schedule booklet each semester.

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, i.e. register for courses for non-credit. The registration period for auditors starts July 1 for Fall classes, and January 1 for Spring classes. Registration closes in the second week of class on the last day to change semester registration. After that date, no course may be changed from audit to credit, or vice-versa. No academic credit is granted for audited courses, and on successful completion a grade of "AU" (audit) is recorded on the transcript. Auditors must fulfill all course requirements except the final examination. 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 updated through the semester Schedule of Classes, have been successfully completed before registering for the course. Faculty members have the right to refuse students admission to courses when prerequisites have not been completed satisfactorily. 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 should consult an appropriate faculty mentor, discuss the planned project, complete and submit an Independent Study form available in the Office of the Registrar, and register for the course. The University reserves the right to deny requests for independent study from students whose topics have not been well formulated, who lack a supervising faculty member to evaluate performance, or who are not in good academic standing.

Directed Study

Directed study involves regular undergraduate catalog courses offered to individual students. In that most required undergraduate courses are to be offered on a two-year cycle, the option of taking a course as directed study will be reserved for those cases where a student must take the course in that particular semester in order to graduate or to stay in sequence for graduation. 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.

Internships

Students interested in academic credit for internship should consult an appropriate faculty sponsor, and submit the form entitled "Internship for Academic Credit" along with their registration form. Internships for academic credit must be approved by the Dean of Undergraduate Studies before the work commences.

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 Academic Advising 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 without penalty." 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). If permission is obtained before the deadline, the final grade will be "W." 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 and in the class schedule booklet published each semester.

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. For students who wish to drop a workshop, the last day to drop a workshop is 5:00 p.m. on Monday of the week the workshop begins. Students who fail to attend a workshop for which they are registered, and who fail to drop by this deadline, will receive a failing grade.

Leave of Absence

Students who for valid educational reasons will not register for course work for the next semester may apply for a leave of absence through the Office of Academic Advising. If the leave is granted, the student maintains active status at the University by paying the maintenance of matriculation fee. 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.

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 Academic Advising. The withdrawal form is completed at an exit interview with an advisor however, 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. 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.

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 at www.salve.edu/offices/registrar/ap.cfm.

High School Senior Program

High school seniors 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 following their graduation from high school.

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 at www.salve.edu/offices/registrar/policy.cfm.

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 at www.salve.edu/offices/registrar/lep.cfm.

Credit for Learning Associated with Life Experience

The University does not award academic credit for life experience but rather for the learning associated with that experience. A student applying for life experience credit must be a matriculated undergraduate at the University. A detailed 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.

ACE Credit Recommendations

In addition to the educational credit awarded for AP and CLEP exams, the University awards credit in accordance with the American Council on Education's credit

recommendations for USAFI courses and tests, DANTES Subject Standardized Tests, and The Regents College Examination Program (ACT/PEP).

Study at another University

Matriculated undergraduate students who 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, obtaining the approval of the respective department Chair, before registering at the other institution. Forms for approval are available in the Office of Academic Advising and 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. Grades and quality points are transferred and used in calculating the student's cumulative grade point average.

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 degree audit materials 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.
- 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 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 the File for Degree form 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.

ACADEMIC POLICIES

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.

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. Such students are subject to the published deadline to file for degree 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-file for the degree.

Appearance of a student's name in the Commencement program is presumptive evidence of graduation, but is not regarded as conclusive. The official Salve Regina University transcript, sealed and signed by the Registrar, is conclusive testimony of the student's academic 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:

<i>cum laude</i> (with honor)	3.60 GPA
<i>magna cum laude</i> (with high honor)	3.75 GPA
<i>summa cum laude</i> (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 so is 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 from a course with permission. No credit.
WF			Withdrawal from a course without permission or after the date designated in the academic calendar for withdrawal without penalty. No credit. Computed as "F" in the grade point average.
NG			No grade submitted by course instructor. The NG code carries no credit and is reserved for use by the Office of the Registrar. NG is computed as "F" in the grade point average and as such, is a factor in determining academic standing, including academic probation and dismissal. The NG code may remain on the student record up to 60 days. If not resolved into a regular grade during that period, it will become a final grade of "F."

Incompletes

On rare occasions, in consultation with the faculty, students may gain permission from their instructors to be given the grade of incomplete. The approved form (specifying the work to be completed) with appropriate signatures must be submitted 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

Final exams take place during Final Exam Week each semester, as indicated in the Academic Calendar. Details are published in the semester Schedule of Classes. 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 Grades: Online Grade Reports

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

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 hardcopy of this request to the department Chair and to the Dean of Undergraduate Studies.
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 Chairperson or Dean will have 10 working days in which to respond. If necessary, a final appeal may be made to the Undergraduate Dean within 10 working days of the chairperson'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.

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 credits which have been awarded letter grades of "A" through "B."
- A semester grade point average of 3.80 for part-time students completing at least two courses with a total of 4 credits or more which have been awarded letter grades of "A" through "B."
- No grade below "B" in the semester and no incomplete course. Grades of "P" and "W" are excluded from Dean's List evaluations.

Academic Standing and Satisfactory Academic Progress

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 implies reasonable assurance that students can complete all degree work within 5½ 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.

ACADEMIC POLICIES

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

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.

Fifth Week Grade Evaluation

To ensure that students receive appropriate academic advisement, faculty are asked to submit the names of students whose performance in a course is below a “C” during the fifth week of class and report their names to the Registrar during the sixth week. Faculty evaluations during this period attempt to focus on current student achievement, making no prediction of final student success in the course(s). Students who receive warnings are thus notified by mail in the seventh week of class. They are encouraged to seek extra assistance from the instructor or from the Academic Development Center. Students who receive three or more warnings are scheduled to meet with the Office of Academic Advising 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.

Grade Report Evaluations

At the end of each semester, the Academic Review 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 Advising 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 Academic Advising 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 Office of Academic Advising 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 studying for an additional semester. Students on probation who do not meet this goal are subject to academic dismissal. Students who are dismissed may make timely written appeal to the Dean of Undergraduate Studies. International students studying on a nonimmigrant visa should consult with the appropriate Designated School Official to review visa status issues and alternatives.

Process for Appeal of Dismissal

A student who has been academically dismissed may submit a written appeal to the Dean of Undergraduate Studies within 30 days of the date of the dismissal. In consultation with the Academic Appeals 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

Salve Regina University is committed to the academic success and development of its students. Students are assisted through a two-tier advising system, consisting of departmental faculty advisors and professional academic advisors. Students have access to a professional advisor in the Office of Academic Advising who provides general academic assistance with registration, course selection, program development, major/minor selection.

Upon entrance to the University, students are assigned a faculty or staff advisor who is also their instructor for the New Student Seminar. As part of the seminar, students are encouraged to connect with 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.

Frequent and open communication with the faculty and academic advisors greatly increases a student's opportunity for academic success and achievement of academic goals.

Academic Development Center

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 supports students with disabilities may be entitled to receive include, but are not limited to: academic accommodations (extended time exams, notetaking 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 Dr. Susan Pratt, Disability Services Coordinator and ADC Director, located in McAuley Hall; or may mail documentation to:
Dr. Susan Pratt, Director
Academic Development Center
100 Ochre Point Ave.
Newport, RI 02835
Fax: (401) 341-2912
2. Make an appointment with the Disability Services Coordinator by calling (401) 341-3150, or by emailing susan.pratt@salve.edu 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.
4. 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 <http://www.salve.edu/offices/disabilityservices/> for more complete information.

English for Academic Purposes (EAP)

The English for Academic Purposes (formerly English as a Second Language) program offers assistance to students whose first language is not English via individual and group tutorial support, supplementary educational materials, language training, and other language support (e.g. opportunities to practice English in informal settings). The EAP Specialist works closely with academic advisors and consults frequently with faculty to provide the best support possible.

The Library

Salve Regina's McKillop Library contains over 125,000 printed volumes and maintains subscriptions to over 100 online databases that include links to several thousand full-text journals. Forty public workstations are connected to the Internet and provide access to online research information. Remote access to most of these resources is available to students and faculty 24 hours per day via an Internet connection. The Bibliographic Research Room, a small classroom on the main floor of the library, is equipped with workstations, printers, and an instructor's workstation for group, hands-on, library instruction classes.

The library is a member of the Consortium of Rhode Island Academic and Research Libraries (CRIARL), a group of academic libraries that shares resources through interlibrary loan. In 1999, the library joined the HELIN system (Higher Education Library Information Network), a library consortium of nine academic institutions in Rhode Island that shares a common Innovative Interfaces library system. Through HELIN, students and faculty may initiate direct online requests to borrow over four million items jointly held by member libraries. As a member of Rhode Island Interrelated Library Network (RHILINET), a multitype statewide library consortium for interlibrary cooperation and services, the library enjoys daily delivery service, to satisfy patrons' requests for materials held by other libraries within the state. Other materials not held by HELIN or CRIARL member libraries are available through the OCLC interlibrary loan system, an international database of the holdings of 17,000 libraries. The library is also a partial United States Government Documents Depository Library and makes its resources available to the Newport community at large.

University Computer Labs Center

The University has five computer classrooms and multimedia services located on the garden level of the McKillop Library. The area houses over 125 workstations in four PC and two Mac classrooms. All machines have Internet access and laser printing capabilities. Each classroom is equipped with a scanner. The labs are open seven days for 92 hours per week throughout the semester. Students are required to have a valid Salve Regina University identification card and to practice ethical use of the equipment. Professional staff and student lab monitors are available during all UCL operating hours to assist students. Current hardware and software configurations allow students the advantage of technology that will be useful in their studies and the future job market. Schedules indicating availability are posted outside of each lab. Labs are used for formal teaching, supporting curricula with departmental specific software, and individual learning assignments. Utmost attention is paid to making the labs and their resources available for student needs.

Questions relating to the schedules should be addressed to the lab staff in room 002 or at extension 2985.

University Laptop Program

Salve Regina University requires each entering student to purchase the University-supported laptop computer for that academic year. The laptop computer is used by students in their academic endeavors, particularly with the development of their integrated electronic portfolio. The electronic portfolio is designed to allow students to collect information in a digital format about their college experiences and reflect on that experience in an organized, thoughtful manner.

The laptop is purchased by students entering Salve Regina by means of a one-time special technology fee during their first semester at the University. In addition to the laptop itself, the technology fee covers maintenance on the laptop, including accidental damage protection, annual use of the software license subscriptions included in the approved software image for the laptop and free service for items under warranty at the on-site Student Laptop Center. Further information on the laptop program is available on the University Web site: www.salve.edu/laptops.

Audiovisual Department

The Audiovisual Department provides assistance and services that include, but are not limited to, hardware distribution (slide projectors, overhead projectors, and screens), video filming and editing, audio cassette duplications, and video duplications.

Equipment loans include tape recorders, digital cameras, and video cameras. A valid Salve Regina University identification card must be shown for loans. Audiovisual equipment is available for instructional purposes and class related projects.

The Audiovisual Department sets up equipment within the University for student presentations and guest speakers. Forty-eight hour notice is required before equipment setups. One week's notice is required for videotaping lectures or student presentations. To edit a video, please make an appointment. The Audiovisual Department can be reached at ext. 2221, or by visiting O'Hare, room 225.

Computer and Network Use Policy

Introduction

Salve Regina University provides access to information technology resources (including computer networks and computer equipment) to its faculty, students, staff and other members of the University community. The Computer and Network Use Policy contains the University's philosophy and requirements governing faculty, students, staff and other members of the community in their use of the University's information technology resources.

General Principles

The information technology resources are to be used exclusively to further the mission of the University. All members of the University community have the obligation to use these resources in a manner consistent with this goal.

The University's information technology resource is a finite, shared resource of its

community worthy of respect. As such, the University expects each member of the community to use these resources responsibly, ethically and to comply with the policy, relevant laws and contractual obligations to other parties.

The use of these resources is a privilege. If a member of the community fails to comply with the policy or relevant laws or contractual obligations, that member's privilege may be revoked.

Members of the University community should seriously bear in mind that their use of the University's resources 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 e-mail) in relation to non-University persons or entities, that member is identified as belonging to the University community. As such, everyone should use these resources consistent with the freedom of expression but without compromising the integrity and the well-being of the University.

By adopting this policy, the University recognizes that all its faculty, students, staff and other members of the University community are bound not only by the policy but also by local state and federal laws related to electronic media, copyrights, privacy and security. Each member of the University community is expected to be familiar with the foregoing laws.

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 falls within one or more of the following circumstances:

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

Freedom of Expression and Misconduct

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, log-in name, account name, or any other username and associated password, belongs to an individual or a department. No one should use a user number, log-in 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, log-in name, username and account name and password.

The University, to fulfill its responsibility to the academic community, reserves the right to monitor periodically the activities on its network system. 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.

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. In this regard, all personnel should be familiar with the University's copyright policy, the Faculty Manual and the Student Handbook.

No member of the University community shall use another's material or property in a way that violates copyright law or infringes on the rights held by others. In particular, the unauthorized duplication or use of software that is licensed or protected by copyright is theft.

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

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.

Salve Regina E-mail Policy

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

All electronic communication initiated by university offices for students is sent to students' Salve Regina University e-mail accounts. This applies to all undergraduate and graduate students, and includes important announcements, individual notices, and course notifications. The Salve Regina e-mail account provides the university a means of communicating effectively without being unduly concerned when other e-mail accounts become invalid. It is important to emphasize that Salve Regina does not send information to students using any other e-mail account.

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

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

The mission of the Honor Society of Nursing, Sigma Theta Tau International, is to support the learning, knowledge, and professional development of nurses committed to making a difference in health worldwide.

Theta Alpha Kappa

Theta Alpha Kappa, the National Honor Society for Religious and Theological Studies, seeks to encourage student interest and scholarship in the discipline of religious studies.

Administration of Justice

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

The Administration of Justice Department 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 for careers related to the justice system and for advanced educational opportunities, such as law school or other graduate school.

As important as providing opportunities for students to develop professional skills is developing within students 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 ends of justice.

The mission of the department embraces the University’s mission and encourages students to work for mercy, harmony and justice. 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.

ADMINISTRATION OF JUSTICE

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 Process	3
ADJ110: American Judicial System.....	3
ADJ202/POL222: American Legal History.....	3
ADJ210: Principles of Correctional Operations	3
ADJ230: Juvenile Justice	3
ADJ303: Criminal Law	3
ADJ308: Criminal Procedure	3
ADJ431: Justice and the Constitution.....	3
ADJ443: Contemporary Trends and Issues in the Justice Process.....	3
or ADJ444: Special Projects: Police Community Relations	3
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 Professionals.....	3
ISM: Three credits in Information Systems Management	3
PSY100: Introduction to Psychology.....	3
One of the following sociology courses: SOC110, SOC120, SOC211, SOC214, SOC243, or SOC317	
One of the following courses: PSY220, PSY230, PSY250, PSY260, PSY290 or SOC317	

Students planning for graduate school are recommended to take SOC412.

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 Offenders.....	3
ADJ305: Internship in Administration of Justice I	3
or ADJ306: Internship in Administration of Justice II.....	3

Support courses:

SOC211: Race and Ethnic Relations.....	3
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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

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:

Administration of Justice courses:

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:

SOC211: Race and Ethnic Relations	3
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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

Five-Year Programs Leading to the Master of Science in Administration of Justice

The Graduate Program in the Administration of Justice 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: Justice and Homeland Security and Law Enforcement Leadership. This program is designed for the University's highly motivated, academically talented and qualified undergraduates with a recommended grade point average of 3.30 or higher. Current undergraduates must complete the application process by March 15 of 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 152, 24 of which are graduate credits taken in the fifth year.

ADMINISTRATION OF JUSTICE

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

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, 110, ADJ202/POL222, 210, 230, 303, and two 3-credit 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 Process	3
ADJ110: American Judicial System.....	3
ADJ202/POL222: American Legal History.....	3
ADJ210: Principles of Correctional Operations	3
ADJ230: Juvenile Justice	3
Two 3-credit ADJ electives (6 credits).	

Administration of Justice Courses

ADJ100: Introduction to the Justice Process

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 process. (Students employed as law enforcement officers are not required to take this course.)

3 credits.

ADJ110: American Judicial System

This course is an introduction to the American legal system, and the fundamentals of civil procedure. 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.

3 credits.

ADJ202/ POL 222: American Legal History

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.

3 credits.

ADJ210: Principles of Correctional Operations

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.

3 credits.

ADJ230: Juvenile Justice

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.

3 credits.

ADJ303: Criminal Law

This course studies the substantive criminal law that defines criminal behavior. The general principles of criminal liability including defenses, parties to crime, and the elements of specific crimes are examined from a broad perspective. Knowledge of the general principles and doctrines enable students to possess the tools to apply enduring principles to definitions of specific crimes. Decisions of English and American courts are analyzed to interpret the rules and doctrines of the substantive criminal law.

Prerequisite: ADJ110.

3 credits.

ADJ305: Internship in Administration of Justice I

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. The internship is the key component of the experience while the internship class enhances and reflects upon the various internship experiences of a group of students. Students participating in an internship class receive academic credit for the professional experience and satisfactory completion of academic requirements associated with a classroom experience. A minimum of eight hours per week, 120 hours per semester is required along with a course paper and a weekly classroom experience.

Prerequisite: Junior/Senior Administration of Justice major or permission of the instructor. (Offered in the fall semester.)

3 credits.

ADJ306: Internship in Administration of Justice II

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. The internship is the key component of the experience while the internship class enhances and reflects upon the various internship experiences of a group of students. Students participating in an internship class receive academic credit for the professional experience and satisfactory completion of academic requirements associated with a classroom experience. A minimum of 8 hours per week, 120 hours per semester is required along with a course paper and a weekly classroom experience. Students who have successfully completed ADJ305 may continue their internship and earn additional credits by meeting the requirements of ADJ306 (offered in the spring semester).

Prerequisite: ADJ305, Junior/Senior Administration of Justice major or permission of the instructor (offered in the fall semester).

3 credits.

ADJ308: Criminal Procedure

This course reviews procedural aspects of criminal law governing the acts of law enforcement personnel with special emphasis on constitutional rights of the accused. This study includes arrest, search and seizure, confessions, right to counsel, and similar topics.

Prerequisite: ADJ303 or permission of the instructor.

3 credits.

ADJ309: Torts

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

3 credits.

ADJ312: Ethics in the Criminal Justice System

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.

3 credits.

ADJ320: White-Collar Crime

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.

3 credits.

ADJ325/PHL 325: Philosophy of Law

Readings will be drawn from the leading philosophical perspectives on law and will include representative writers from the traditions of: natural law, legal positivism, historical jurisprudence and integrative legal studies. Our intention is to deepen and enlarge our understanding of law. We shall explore beyond the “value-free” conception of the law as a body of rules enacted by the sovereign, to consider 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.”

ADJ331: Punishment and Treatment of Juvenile Offenders

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.

3 credits.

ADJ402: Evidence

This course is a study of the rules governing the admission of evidence in prosecuting a defendant. Topics included are the exclusionary rule, best evidence rule and others.

3 credits.

ADJ404: Introduction to Criminalistics

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.

3 credits.

ADJ414/POL 404: Civil Liberties

This course covers a general review of civil liberties in the United States with special attention to issues related to the freedoms of religion, speech and press, the right to privacy, the rights of the criminally accused, as well as disputes related to rights concerning race, sex and voting discrimination. (Offered alternate years)

3 credits.

ADJ416: Alternative Dispute Resolution

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.

3 credits.

ADJ431: Justice and the Constitution

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.”

3 credits.

ADJ443: Contemporary Trends and Issues in the Justice Process

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.

3 credits.

ADJ444: Special Projects: Police Community Relations

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.

3 credits.

ADJ491: Internship

ADJ499: Independent Study

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

Prerequisite: Proposal approved by the department Chair.

3 credits.

Special Topics

These are 3-credit courses on current issues in the Justice Process selected by the ADJ Department and offered on an irregular basis.

This list is not all-inclusive.

ADJ211: Community Corrections

ADJ250: Women and Crime

ADJ300: The Law of Sentencing, Corrections and Prisoners' Rights.

ADJ350: Organized Crime.

ADJ351: American Prisons as Depicted in Film and TV

ADJ352: American Policing as Depicted in Film and TV

ADJ353: Child and Family Policy

ADJ360: Philosophy of Police

ADJ409: The First Amendment

ADJ410: Management Issues in the Administration of Justice

ADJ411: The Violent Offender and Profiling

ADJ414: The Death Penalty

ADJ417: A Study of the U.S. Supreme Court
ADJ422: Technology and Crime
ADJ430: Comparative Corrections
ADJ432: Law and the Mental Health System

Workshops

These workshops demonstrate practical applications of theories learned in the classroom. They are selected by the ADJ Department and are offered on weekends 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: Christopher M. Kiernan, Ed.D.

The American Studies program strives to achieve the University's mission by offering students the opportunity to gain a critical understanding of American culture and society through an integrated study of American history, institutions, ideas and social groups. To achieve this objective, the program brings together courses from a variety of academic areas. In this way, students view those characteristics which contribute to our nation's identity from a wider array of methodological and topical perspectives than would be available to them in a single discipline.

The American Studies program is divided into three parts: a required interdisciplinary component of six courses, a student-selected concentration of four courses, and a coordinating seminar.

In the required interdisciplinary component, students combine an introductory course in American Studies with courses in American history, literature and philosophy. Students complete this component with an elective course that broadens their base of knowledge of American culture or enables comparison with the culture of another country.

In consultation with the program coordinator, the student selects a concentration of four courses from University-wide offerings that deal directly with American culture and life and reflect the student's academic and/or career interests, or from international study options that enable comparison with other cultures.

The program is concluded with a coordinating seminar.

AMERICAN STUDIES

Major in American Studies (B.A.)

Students majoring in American Studies must complete 11 courses (33 credits).

Required interdisciplinary courses:

AST200: America's Identity: Introduction to American Civilization.....	3
HIS110: Survey of American History	3
HIS313: American Immigrant Experience	3
PHL400: Classic American Philosophy	3

One of the following three English courses:

ENG213: The American Literary Renaissance	3
ENG214: Realism and Naturalism in 19th Century American Literature.....	3
ENG215: Elements of Modernism in 20th Century American Literature.....	3

One AST elective course (3 credits) in American Culture or a comparison of the culture of another country.

Student-selected concentration

Four courses (12 credits) are chosen from University offerings or international study options.

Coordinating Seminar

AST400: Coordinating Seminar.....	3
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American Studies Courses

AST200: America's Identity: Introduction to American Civilization

This course examines significant events and developments in our nation's history, literature, philosophy, social institutions and aspects of American culture in order to encourage an integrated understanding of our national identity.

3 credits.

AST251: Sport in America

This course surveys the origin of sport in America and traces the evolution to the position it occupies in American society today. It seeks to ascertain the when, where, why and how sport became such an important aspect of American life and identity. Reference to the transfer of sports from other nations will be made but emphasis will be placed on the major sports and sporting events that flavor American culture.

3 credits.

AST/HIS299: Revolutionary America

This course reviews the physical, social, economic and political long and short term causes of the American Revolution. It seeks to examine the origins of our new nation and the first decade of our constitutional governance. Topics include: the French and Indian War, British taxes, the Declaration of Independence, events of the Revolutionary War, the Articles of Confederation, the Northwest Ordinance, the U.S. Constitution and the Bill of Rights, and the Washington and Adams administration.

3 credits.

AST/HIS321: American Civil War

This course reviews the causes of the Civil War, selected battles and the resulting re-affirmation, and extension of America's political principles in order to illuminate the nation's potential for difference, conflict and political resolution. Topics include: states' rights vs. union, *Uncle Tom's Cabin*, Antietam, Chancellorsville and Gettysburg, the *Emancipation Proclamation*, and the 13th, 14th, and 15th Amendments to the Constitution.
3 credits.

AST399: Special Topics

Courses of particular interest to American Studies majors are periodically offered by the department.
3 credits.

AST400: Coordinating Seminar

This is a seminar for the senior major, providing seminar discussions, guided readings, and projects designed to encourage integration and enrichment.
3 credits.

AST491: Internship

This course is designed to provide the student with the opportunity to gain practical work experience in a responsible position in a private business, a non-profit agency or a government service in which their knowledge of America's culture and identity can be applied and enhanced. In addition to their work assignment, students are expected to do a paper that describes the knowledge gained in their experience in relation to the American Studies program.
The internship is open to junior and senior American Studies majors with the permission of the program coordinator.
3 credits.

AST499: Independent Study

1-3 credits.



Art

Department Chair: Barbara Shamblin, M.F.A., M.A.T.

The Art Department provides instruction in the visual arts and their relevance in contemporary culture. The curriculum stresses a 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 University Gallery

The University 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.

www.salve.edu/departments/art/

The Art Department is a partner in the Interactive Communication Technology major, offering required courses that support this Interdisciplinary Major.

Major in Studio Art (B.A.)

Students majoring in Studio Art take a minimum of 17 courses (49 credits) in ART/ICT, varying according to the student's area of specialization. Studio Art majors may concentrate in ceramics, graphic design, painting, photography or in an interdisciplinary major in Interactive Communication Technology (ICT). All Art majors are required to participate in a comprehensive portfolio review during the spring semester of the freshman year.

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
ART131: Drawing I	3
ART132: Drawing II	3
ART200: Drawing III	3
ART300: Advanced Studio Concepts	3
ART/PHL352: Philosophy of Beauty	3
ART440: Senior Thesis Seminar (two semesters)	3, 3
ICT100: Creativity and Technology	3

Two art history electives (6 credits).

Studio Art majors complete one of the following concentrations:

Ceramics	ART231, 232, 331, and one two-dimensional studio elective
Graphic Design	ART241, 242, 341, and one three-dimensional studio elective
Painting	ART251, 252, 351, and one three-dimensional studio elective
Photography	ART261, 262, 361, and one three-dimensional studio elective

All seniors take ART440: Senior Thesis Studio both semesters of the senior year (6 credits), in preparation for the Senior Thesis Exhibition. This juried exhibition is presented after an extensive faculty review process. Majors are required to participate in department activities.

Major in Art History (B.A.)

Students majoring in Art History take a minimum of 17 courses (49 credits) in Art History, Studio Art, and the Freshman Studio Seminar. The Art History sequence begins with the two broad-based surveys covering the entire history of art (ART205 and ART206). Freshmen intending to major in Art History should take this their first year. Advanced course work emphasizes the late 19th century and 20th century, with particular emphasis on American art, architecture, decorative arts, and graphic design. The study of Newport's rich art and architectural history is a key component in the curriculum. Internships at local museums, galleries, and other cultural organizations complement the curriculum by providing hands-on experience. The culminating senior thesis involves two semesters of supervised independent research. A student can transfer credits for two art history courses from an outside institution, as approved by the department.

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
ART212: Art Beyond the West.....	3
ART213: Impressionism to Pollock: Late 19th and Early 20th Century Modernism	3
ART214: Pollock to the Present: The Sixties, Postmodernism, and Contemporary Art	3
ART302: Survey of American Decorative Arts	3
ART305: Newport through its Architecture I, 1639 to 1860	3
ART306: Newport through its Architecture II, 1860 to present	3
ART340: Gallery and Museum Management	3
ART441: Senior Thesis in Art History (two semesters)	3, 3
Two additional art history electives (6 credits).	

The studio art requirements for the Art History major are:

ART131: Drawing I	3
ART261: Photography I: A Mirror of Reality	3
One additional studio elective (3 credits).	

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
Four courses (12 credits) approved in consultation with the department Chair.	

Minor in Art History

Students completing a minor in Art History take a minimum of seven courses (21 credits) in the department. A student can transfer credits from one art history course from an outside institution, while other outside courses may apply to the general electives.

Required courses:

ART131: Drawing I	3
ART205: Art History Survey I: Prehistoric Through Gothic Art	3
ART206: Art History Survey II: Renaissance Through Early 20th Century Art	3
Four additional art history electives (12 credits) approved in consultation with a departmental advisor.	

Art Courses**ART091: Freshman Studio Seminar**

This seminar acquaints perspective art majors with the Department of Art, faculty, disciplines, studios, gallery and local resources.

Field trips and gallery visits are required.

1 credit.

ART101: Art in Society

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.

3 credits.

ART102: Film, Art and Society

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.

3 credits.

ART106: Introduction to Art: Masterpieces

Core Complement Course in Visual and Performing Arts

This course is designed for students without extensive art training and with no intention of pursuing the more intensive art history surveys (ART205 and ART206). Treating architecture, painting, sculpture, and the decorative arts, the course emphasizes major styles or movements from Egyptian times through the late 20th century. Within each style or movement, major artists and masterpieces are examined.

This course does not fulfill requirements for an Art major or minor.

3 credits.

ART131: Drawing I

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, 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.

3 credits.

ART132: Drawing II

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.

Prerequisite: ART131.

3 credits.

ART200: Drawing III

This is an advanced studio course that deals with a wide variety of subject matter. The primary focus is on media exploration in the form of colored pastels, collage, and alternative drawing materials. 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.

Prerequisites: ART131 and ART132.

3 credits.

ART202: Sculptural Concepts

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 are studied through slide lectures, reading assignments, and field trips to regional museums and galleries.

3 credits.

ART205: Art History Survey I: Prehistoric through Gothic Art

Core Complement Course in Visual and Performing Arts

This survey of artistic development from the Paleolithic to the High Gothic era 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.

3 credits.

ART206: Art History Survey II: Renaissance through Early 20th Century Art

Core Complement Course in Visual and Performing Arts

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

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

3 credits.

ART212: Art Beyond the West

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.

3 credits.

ART213: Impressionism to Pollock: Late 19th and Early 20th Century Modernism

After 1840, European art evolved from Realism through Impressionism and Post-Impressionism, to a host of modern movements such as Cubism and Surrealism, until culminating with American Modernism and the Abstract Expressionists - especially the all-important Jackson Pollock.

Lab Fee.

Prerequisite: ART206 or permission of instructor.

3 credits.

ART214: Pollock to the Present: The Sixties, Postmodernism, and Contemporary Art

Reacting against Abstract Expressionism, the Sixties ushered in an era of diverse art movements including Op Art, Pop Art, and Minimalism. The 1970's gave birth to Postmodernism, a reaction against the theories of Modernism. The 1980's and after led to an explosion of Contemporary Art that runs a wide spectrum of media and styles.

Lab Fee.

Prerequisite: ART206 or permission of instructor.

3 credits.

ART231: Ceramics I: Clay, Culture and Creativity

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.

3 credits.

ART232: Ceramics II -Throwing on the Potter's Wheel

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.

Prerequisite: ART231 or permission of instructor.

3 credits.

ART241: Graphic Design I

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 letter forms, 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.

3 credits.

ART242: Graphic Design II

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 camera ready using both traditional mechanicals as well as the computer. 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.

Prerequisite: ART241.

3 credits.

ART251: Painting I

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.

3 credits.

ART252: Color and Abstraction

This course will present an in-depth study of form and color. Students will discover various possibilities of color relationships through observation and conceptual exercises in abstraction. This class will encourage investigation and critical evaluation of ideas, as experienced through the evolution of images in a series. Students will be introduced to large format scale in this class.

Prerequisite: ART131.

3 credits.

ART261: Photography I: A Mirror of Reality

This course will introduce the student to the evolution of photography from its beginning to its current status as a powerful means for expression that explores social, political, metaphysical and personal issues. The course looks at the work of various photographers who have provocatively used the medium to initiate discussions about time, motion and space as well as to raise social issues related to poverty, race, religion, gender/identity and other types of social injustice and prejudice. Problems are given with an emphasis on both technical and aesthetic expression. Traditional darkroom and digital practices will be utilized. A 35mm manual SLR camera is required.

3 credits.

ART262: Intermediate Darkroom and Digital Photography

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 history of the medium will be studied through presentation and research. Both an archival gelatin-silver portfolio and a digital portfolio of a serial nature will be produced.

Prerequisite: ART261 or permission of instructor.

3 credits.

ART300: Advanced Studio Concepts

This course explores the formal and theoretical nature of the elements of art and design. Visual vocabulary common to both two and three dimensional form as well as issues of style and content are presented. Studio sessions with extensive analytical critiques are held regularly. Emphasis is placed upon exploring practical ways to interpret and utilize current concepts in contemporary art and design. This course is a prerequisite for senior studio.

Prerequisite: Sophomore/Junior Art major.

3 credits.

ART301: Survey of American Architecture

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.

Lab Fee.

Prerequisite: ART205 or ART206 or permission of instructor.

3 credits.

ART302: Survey of American Decorative Arts

Special emphasis is given to the historical revival styles in furniture and interiors from the 17th to 19th centuries, but 20th century Modernist styles through to present day are also explored. The course covers interior decoration, furniture, small decorative arts (silver, pewter, ceramics, and glass), and American stained glass.

Lab Fee.

Prerequisite: ART205 or ART206.

3 credits.

ART304: Design and the 20th Century

Examining major and minor figures and exhibitions, this course examines the birth and development of modern design in all media, with special emphasis on graphic arts and typography. Major European and American modernist groups are also discussed in depth.

Lab Fee.

Prerequisite: ART206 or permission of instructor.

3 credits.

ART305: Newport Through its Architecture I, 1639 to 1860

This in-depth survey of local architectural styles from Newport's founding in 1639 until the Civil War features field trips (many with guided tours) to historic houses, private residences, churches, and civic buildings in Newport and throughout Aquidneck Island.

Lab Fee.

3 credits.

ART306: Newport Through its Architecture II, 1860 to present

This in-depth survey of local architectural styles from the Civil War to the present day continues ART305. It features field trips (many with guided tours) to historic houses, private residences, churches, and civic buildings in Newport and throughout Aquidneck Island.

Lab Fee.

3 credits.

ART331: Concentrated Studies: Ceramics III

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.

Prerequisite: ART231.

3-9 credits.

ART340: Gallery and Museum Management

This course will explore the basic aspects of management, exhibition design and installation in art galleries and museums. Presentations will be made using film, slide

lectures, trips to local galleries and museums, and visiting museum personnel. Salve Regina's University Gallery will be used as a teaching tool.

Prerequisite: ART/ICT/CHP major or permission of instructor.

3 credits.

ART341: Concentrated Studies: Graphic Design

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, etc. 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.

Prerequisites: ART241 and ICT100.

3-9 credits.

ART350: Narrative Drawing

This class will investigate illustrative approaches to narrative, descriptive drawing. Students will work with the figure, using interiors, imaginary and abstract settings. Various media will be used including charcoal, ink, wash, colored pencil and pastel. The possibilities offered with digital printmaking will also be introduced.

Prerequisites: ART131, ART132 and ART200 or permission of instructor.

3 credits.

ART351: Concentrated Studies: Painting III

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.

Prerequisites: ART131 and ART252.

3-9 credits.

ART/PHL352: Philosophy of Beauty

Theories of art and beauty from both Eastern and Western traditions are examined in light of both ancient and contemporary concepts. Readings from Plato, to Joyce, to Japanese aesthetics, to the role of censorship, form the basis for class discussion.

3 credits.

ART361: Concentrated Studies: Photography

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.

Prerequisite: ART261.

3-9 credits.

ART398: Special Topics in Art History

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

3 credits.

ART399: Special Topics in Studio Art

This course covers areas of special interest relating to art studio disciplines such as sculpture, digital video, large format photography and printmaking.

3 credits.

ART440: Senior Thesis Seminar

In this capstone course for Studio Art and Interactive Communication Technology majors, students meet in seminar style groups for critique and discussion. Students concentrate in their major concentration area on work that expresses a sound technical background, an understanding of contemporary art concerns, and the awakening of a personal style. Professional concerns of a visual artist are discussed, ranging from taxes and the law to portfolio presentations to selecting graduate schools. The Senior Thesis Exhibit and portfolio production culminates this experience.

Prerequisite: Senior Studio Art major or ICT major.

3-6 credits.

ART441: Senior Thesis in Art History

Seniors spend two semesters learning the meaning of serious scholarship in the field of art history. This results in the production of a thesis adhering to scholarly standards for research and writing in the field, along with the production of a brief lecture based on the thesis. The course involves largely independent research and writing following a rigorous schedule and set of production standards.

Prerequisite: Senior Art History major.

3-6 credits.

ART474: Apprenticeship/Internship in the Visual Arts

A practical field-related experience in cooperation with a professional artist, design firm, museum, or the like. Students gain valuable experience in the art world by participating in a functioning studio/gallery/museum environment.

3-6 credits.

ART499: Independent Study

An individual study in a special topic carefully selected through counseling and individual programming.

3 credits.

One-Credit Workshops

ART071 Adobe InDesign

ART078: Adobe Flash Action Script

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.

BIOLOGY AND BIOMEDICAL 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 (47-52 credits):

BIO111-112: General Biology I and II.....	4, 4
BIO210: Microbiology	4
BIO220: Cell Biology and Chemistry.....	4
BIO440: Genetics	4
BIO471: Biology Seminar.....	4
Five biology electives (15-20 credits) from the 200-level or above	
CHM113-114: 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 (72-78 credits) in biology are required:

BIO111-112: General Biology I and II.....	4, 4
BIO220: Cell Biology and Chemistry.....	4
BIO440: Genetics	4
BIO471: Biology Seminar.....	4
CHM113-114: General Chemistry I and II.....	4, 4
CHM205-206: Organic Chemistry I and II.....	4, 4
BCH403: Biochemistry	4
MTH191: Applied Calculus I.....	3
or MTH201: Calculus I.....	3
STA201: Statistical Methods.....	3
PHY201-202: General Physics I and II.....	4, 4
or PHY205-206: Principles of Physics I and II.....	4, 4
Six biology electives (18-24 credits) from the 200-level or above, three of which have laboratory associated with them. Students pursuing a dual major in Biology and Chemistry are also required to take CHM309 (CHM407 may be substituted).	

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 21 courses (78-82 credits) are required:

Required courses:

CHM310: Environmental Chemistry	4
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Four of the six biology electives at the 200-level or above must be chosen from the following:

BIO200: Botany.....	4
BIO255: Conservation Biology	3
BIO260: Marine Biology.....	4
BIO270: Environmental Geology and Soil Science.....	3
BIO280: Comparative Anatomy.....	4
BIO310: Ecology	4
BIO320: Evolution.....	3
BIO330: Pathogenic Microorganisms.....	4

BIO360: Animal Physiology.....	4
BIO390: Environmental Science Internship	3-4
BIO497: Undergraduate Research.....	3-4

The following courses are recommended:

CHM305-306: Physical Chemistry I and II.....	4, 4
CHM309: Instrumental Analysis.....	4
CHM407: Qualitative Organic Analysis.....	4
MGT385: Environmental Management-Quality Systems (ISO9000/ISO14000).....	4
MTH202: Calculus II.....	3
POL213: Global Environmental Politics.....	3
RTS360: Christianity, Ethics and the Environment	3

Biology, Concentration in Microbiology (B.S.)

Students interested in the study of microorganisms, viruses and the immune system major with a B.S. in Microbiology. Those pursuing a B.S. in Biology with a concentration in Microbiology will satisfy the above for a B.S. in Biology with the following additions. Majors complete 21 courses (78 credits).

Additional required courses are:

BIO210: Microbiology	4
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The six biology electives for the B.S. must be the following courses:

BIO330: Pathogenic Microorganisms.....	4
BIO340: Parasitology	4
BIO350: Mycology	3
BIO420: Immunology.....	3
BIO460: Virology	3
BCH410: Pharmacology and Toxicology	3

**Preparation for the Fifth Year Program in Medical Technology
(BS 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 additional 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
BIO350: Mycology	3
BIO420: Immunology.....	3
BIO460: Virology.....	3
BCH404: Advanced Biochemistry	4
BCH410: Pharmacology and Toxicology	4
MET301: Clinical Laboratory Practicum I.....	3
MET302: Clinical Laboratory Practicum II.....	3

BIOLOGY AND BIOMEDICAL SCIENCES

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.

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:

BIO111-112: General Biology I and II4, 4
or BIO205-206: Human Anatomy and Physiology I and II4, 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 Biology Department and the student.

Minor in Environmental Studies

Students completing a minor in Environmental Studies take a minimum of seven courses (24 credits minimum).

Required Biology courses:

BIO140: Humans and the Environment3
BIO255: Conservation Ecology.....3
BIO310: Ecology4

Two Biology electives chosen from:

BIO200: Botany4
BIO210: Microbiology4
BIO220: Cell Biology and Chemistry4
BIO260: Marine Biology4
BIO270: Environmental Geology and Soil Science3
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 Politics3
RTS360: Christianity, Ethics and the Environment3
BIO497: Undergraduate Research3-4

Minor in Neuroscience

The Neuroscience program 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 a faculty member 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

Lecture 3 hrs.

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.

3 credits.

BIO111-112: General Biology I, II

Lecture 3 hrs./Lab 3 hrs.

Core Complement Course in Natural Sciences

This two-semester course introduces the fundamental characteristics of life from the subcellular level through the organism and its environment. A comparative approach of plant and animal form and function emphasizes the diversity of life and habitat adaptations of various groups. Both classic and current biological developments of importance are

incorporated into this course. Ethical concerns that result from the interrelatedness of biology and its applications to society are also addressed throughout this course.

4 credits each.

BIO140: Humans and Their Environment

Lecture/Field Trips 3 hrs.

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.

3 credits.

BIO150: Bioinformatics

Lecture 3 hrs./Lab 3 hrs.

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.

4 credits.

BIO190: Nutrition

Lecture 3 hrs.

Core Complement Course in Natural Sciences

This course presents a survey coverage 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. Because of current interdependence of countries on food production, discussions will also include the multifaceted problems associated with the transport of foods across borders.

Prerequisite: BIO 110.

3 credits.

BIO200: Botany

Lecture 3 hrs./Lab 3 hrs.

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. One of the principal goals of the course is to develop an understanding and appreciation of the diverse organisms that we call plants, including their remarkable adaptations to the environment and their evolutionary and ecological relationships. Special emphasis will be placed on their 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.

4 credits.

BIO205-206: Human Anatomy and Physiology I, II

Lecture 3 hrs./Lab 2 hrs/Recitation 1 hr.

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.

4 credits each semester.

BIO207: Microbiology of Health and Disease

Lecture 3 hrs./Lab 2 hrs.

Core Complement Course in Natural Sciences

This course is designed for students interested in pursuing a Nursing major. 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.

Prerequisite: BIO111-112 or BIO205-206.

4 credits.

BIO210: Microbiology

Lecture 3 hrs./Lab 3 hrs.

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: BIO111-112 or BIO205-206.

4 credits.

BIO220: Cell Biology and Chemistry

Lecture 3 hrs./Lab 3 hrs.

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.

Prerequisite: BIO111-112 or BIO205-206, or Bio 110 with permission from Chair.

4 credits.

BIO230: Biotechnology: The Business of Biology

Lecture 3 hrs.

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.

3 credits.

BIO235: Biotechniques

Lab 6 hrs.

This course covers the theory and practice of commonly used laboratory techniques in molecular biology and biotechnology. 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. The course emphasizes laboratory skills for entry-level employment in biotechnology or pharmaceutical laboratories.

Prerequisites: BIO220 and permission of the Chair.

3 credits.

BIO245: The Biology of Women in Health and Disease

Lecture 3 hrs.

Core Complement Course in Natural Sciences

This course explores the unique aspects of female biology. Normal female anatomy and physiology, along with normal and abnormal variation will be reviewed. Human reproduction, pregnancy and childbirth, along with the emotional and ethical considerations surrounding them will be explored. Diseases of women, or those inherited through women, will be discussed in addition to sexually transmitted diseases, their symptoms, detection, prevention and cure.

Prerequisite: Sophomore or higher standing.

3 credits.

BIO250: Kinesiology

Lecture/Demonstration 3 hrs.

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.

Prerequisite: BIO111-112 or BIO205-206 and BIO220.

3 credits.

BIO255: Conservation Biology

Lecture/Field Trips 3 hrs.

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.

3 credits.

BIO260: Marine Biology

Lecture 3 hrs./Lab 3 hrs.

An introduction to the estuarine, coastal and marine environments and to the organisms that inhabit these environments are studied in this course. The technology needed to monitor and maintain marine ecosystems is also covered.

Prerequisite: BIO140 or BIO111-112 or BIO205-206.

4 credits.

BIO270: Environmental Geology and Soil Science

Lecture/Field Trips 3 hrs.

This course provides an introduction to the physical, geological and biochemical properties of rocks and soils and their influence on the environment. Particular emphasis will be given to processes by which rocks and soils are formed, plate tectonics, rock and soil classification, effects on land use and conservation issues.

Prerequisite: BIO140 or BIO111-112, or BIO205-206, or one of the following: CHM113, CHM121, CHM130.

3 credits.

BIO280: Comparative Anatomy

Lecture 3 hrs./Lab 3 hrs.

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. Laboratory consists of microscopy and dissection of numerous animal species.

Prerequisite: BIO111-112 or BIO205-206.

4 credits.

BIO284: Hormones and Behavior

Lecture 3 hrs.

Hormones and Behavior is a one-semester introduction to the fascinating 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.

3 credits.

BIO310: Ecology

Lecture 3 hrs./Lab 3 hrs.

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: BIO111,112 or BIO140 and permission of instructor.

4 credits.

BIO320: Evolution

Lecture/Demonstration 3 hrs.

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.

Prerequisite: BIO111-112.

3 credits.

BIO330: Pathogenic Microorganisms

Lecture 3 hrs./Lab 3 hrs.

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.

Prerequisite: BIO210 and junior/senior academic standing.

4 credits.

BIO340: Parasitology

Lecture 3 hrs./Lab 3 hrs.

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.

Prerequisite: BIO220 and junior/senior standing.

4 credits.

BIO350: Mycology

Lecture/Demonstration 3 hrs.

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.

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

3 credits.

BIO360: Animal Physiology

Lecture 3 hrs./Lab 3 hrs.

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. 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 some experiences with live animals.

Prerequisite: BIO220 and junior/senior standing.

4 credits.

BIO370: Molecular Biology and Genetics

Lecture 3 hrs./Lab 3 hrs.

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.

Prerequisite: BIO220 and junior/senior standing.

4 credits.

BIO390: Environmental Science Internship

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 department Chair.

3-4 credits.

BIO399: Special Topics

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.

3-4 credits.

BIO410: The Biology of Cancer

Lecture/Demonstration 3 hrs.

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.

Prerequisite: BIO220 and junior/senior standing.

3 credits.

BIO420: Immunology

Lecture 3 hrs.

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.

Prerequisite: BIO220 or BIO206 and junior/senior standing.

3 credits.

BIO425: Neuroscience

Lecture 3 hrs.

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.

Prerequisite: PSY100 and BIO220 and junior/senior standing.

3 credits.

BIO426: Experiments in Neuroscience

Lab 3 hrs.

This laboratory course correlates with BIO425 Neuroscience. It may be taken with BIO425 or following it. The lab will cover anatomical, physiological, behavioral, and neurobiological 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.

1 credit.

BIO430: Introduction to Biological Research

A course offering the opportunity to do independent laboratory research work on some problem in biology. The student is expected to do a literature search on the current state of knowledge of the chosen problem, design and carry out a research project intended to add to that knowledge and to make both a formal oral and written presentation of the data. The choice of a problem must be approved in advance by the faculty member supervising the student in this course.

Prerequisite: Declared Biology major/minor.

3-4 credits.

BIO440: Genetics

Lecture 3 hrs./Lab 3 hrs.

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.

Prerequisite: BIO220 and junior/senior standing.

4 credits.

BIO450: Pathophysiology

Lecture 3 hrs.

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.

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

3 credits.

BIO460: Virology

Lecture 3 hrs.

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 220, junior/senior standing.

3 credits.

BIO471: Biology Seminar

Lecture /Research/Presentations 4 hrs.

This course provides an opportunity for students to make formal written and oral presentation 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.

4 credits.

BIO497: Undergraduate Research

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.

1-6 credits.

BIO499: Independent Study

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

Prerequisite: Proposal approved by the department Chair; Biology majors and minors only.

2-4 credits.

Biochemistry Courses**BCH403: Biochemistry**

Lecture 3 hrs./Lab 3 hrs.

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.

Prerequisites: BIO220 and CHM206 or concurrent enrollment.

4 credits.

BCH404: Advanced Biochemistry

Lecture 3 hrs./Lab 3 hrs.

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.

Prerequisite: BCH403.

4 credits.

BCH410: Pharmacology and Toxicology

Lecture 3 hrs.

Basic principles of pharmacology are discussed, emphasizing both the normal and abnormal metabolism and physiological effects of drugs on the human body. Drug distribution and effects on the cardiovascular, nervous and renal systems are discussed.

Prerequisites: BIO220 and CHM206 and junior/senior standing.

3 credits.

Medical Technology Courses**MET301: Clinical Laboratory Practicum I****Hematology and Immunoematology**

Lecture /Lab 4 hrs.

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 immunoematology section of this course will include blood grouping, cross-matching, quality control, and antibody screening.

Prerequisite: Junior/senior standing.

3 credits.

MET302: Clinical Laboratory Practicum II**Clinical Chemistry and Microscopy**

Lecture /Lab 4 hrs.

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 both the water soluble and insoluble components, clearance calculations, kidney functioning tests, and urine calculi analysis.

Prerequisite: Junior/senior standing.

3 credits.

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

Prerequisite: Declaration as medical technology major.

MET400: Clinical Laboratory Techniques

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

32 credits.

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: Immunoematology

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, auto immune status, 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 and 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 specified at the time of registration. The course may be repeated for different topics.



Business Studies and Economics

Department Chair: Traci B. Warrington, D.B.A.

Coordinators:

Accounting: Lucia Arruda, M.S., M.S.T., C.P.A.

Business Administration: Ronald W. Atkins, Ph.D.

Economics: Harold Lawber, Ph.D.

Financial Management: Lucia Arruda, M.S., M.S.T., C.P.A.

Information Systems Management: Judith Keenan, M.A.

Management: Ronald W. Atkins, Ph.D.

Marketing: Traci Warrington, D.B.A.

The Business Studies and Economics Programs build on 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 they are introduced to management theories, business practices and the technology that enhances both productivity and the 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 in the Business Studies and Economics Programs. The Business Studies and Economics Programs offer majors in accounting, business administration, economics, financial management, global business and economics, information systems management, marketing, and management. The program also offers minors in accounting, business administration, economics, global business and economics, information systems management and sports management.

The Business Studies curriculum is developed in consonance with the departmental faculty, the recommendations of an advisory council of business professionals, academic colleagues, staff and accomplished alumni.

www.salve.edu/departments/bus/

Professional Accreditation

Business Studies and Economics majors in Accounting, Business Administration, Economics (B.S.), Financial Management, Information Systems Management, Global Business and Economics, Marketing, and Management 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 outcome 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 Business Studies and Economics majors and students in graduate business programs.

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 a professional 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 after successfully completing the following courses with a grade of C+ (2.3) or better; MGT120, ACC101, three credits in Information Systems and ECN101.

Requirements/Expectations: Business Studies and Economics majors are expected to maintain a minimum of a C+ (2.3) overall average to remain in the Business Studies and Economics program.

The Business Department is a partner in the Interactive Communication Technology major, offering required courses that support this Interdisciplinary Major.

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, Economics (B.S.), Financial Management, Information Systems Management, Global Business and Economics, Management and Marketing offered by the department to complete the following core course requirements (26 Credits):

Business Studies and Economics Core requirements:

ACC101: Financial Accounting I.....	4
ACC102: Financial Accounting II.....	4
ECN101: Introductory Macroeconomics	3
ISM: 6 credits in ISM*	6
MGT120: Management and Organizational Behavior.....	3
MGT212: Business Communication	3
MGT300: Ethics for Business	3

**Some majors specify required ISM (Information Systems Management) courses to complete both major and core requirement.*

Major in Accounting (B.S.)

Coordinator: Lucia Arruda, M.S., M.S.T., 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 business and financial management. The American Institute of Certified Public Accountants (AICPA) requires applicants for the C.P.A. examination to complete 150 academic credits prior to sitting for the examination. Students declaring the Accounting major need to be aware that this requirement cannot be achieved within the normal eight semesters, four-year program of study. The Five-Year Master's Degree programs in Business Administration and Management offered by Salve Regina University provide a viable option for consideration by students wishing to earn C.M.A., C.F.A. or C.P.A. certifications.

Requirements for the Accounting major consist of the Business Studies and Economics core requirements and 16 additional courses (75 credits):

ACC101: Financial Accounting I.....	4
ACC102: Financial Accounting II.....	4
ECN101: Introductory Macroeconomics	3
ISM: 3 credits in ISM.....	3
ISM/ACC341: Accounting Information Systems.....	3
MGT120: Management and Organizational Behavior.....	3
MGT212: Business Communication	3
MGT270: Financial Management.....	3
MGT300: Ethics for Business	3
MGT403: Business Law - Labor Law	3
MGT490: Strategic Business Planning	4
STA201: Statistical Methods.....	3
MTH130: Quantitative Methods for Business.....	3
or MTH191: Applied Calculus I	3
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

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Minor in Accounting

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

ACC101: Financial Accounting I.....	4
ACC102: Financial Accounting II.....	4
ACC201: Intermediate Accounting I.....	3
ACC311: Intermediate Accounting II.....	3
ACC321: Managerial Accounting.....	3
ECN101: Introductory Macroeconomics.....	3

Major in Business Administration (B.S.)

Coordinator: Ronald W. Atkins, Ph.D.

The courses required to earn the major in Business Administration include a broad range of accounting, finance, information systems management 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 and 11 additional courses (60 credits):

ACC101: Financial Accounting I.....	4
ACC102: Financial Accounting II.....	4
ECN101: Introductory Macroeconomics.....	3
ISM/MGT214: Project Management.....	3
ISM304: Microsoft Office Certification.....	3
MGT120: Management and Organizational Behavior.....	3
MGT212: Business Communication.....	3
MGT300: Ethics for Business.....	3
ACC321: Managerial Accounting.....	3
ECN102: Introductory Microeconomics.....	3
MGT270: Financial Management.....	3
MGT280: Principles of Marketing.....	3
MGT290 Management of Human Resources.....	3
MGT320: Investment Planning.....	3
MGT350: Business Research Methods.....	3
MGT403: Business Law - Labor Law.....	3
MGT490: Strategic Business Planning.....	4
MTH130: Quantitative Methods for Business.....	3
or MTH191: Applied Calculus I.....	3
STA201: Statistical Methods.....	3

Minor in Business Administration

Students enrolled in other academic disciplines, interested in earning a minor in Business Administration are encouraged to contact the Chair of the Business Studies department. Students are required to successfully complete six courses (19-20 credits) to meet requirements for the Business Administration minor.

Required Courses:

ACC101: Financial Accounting I.....	4
MGT120: Management and Organizational Behavior.....	3

MGT212: Business Communication.....	3
or ENG254: Writing for Professionals.....	3

Two of the following:

ACC102: Financial Accounting II.....	4
MGT280: Principles of Marketing.....	3
MGT290: Management of Human Resources	3
MGT300: Ethics for Business	3
MGT310: Personal Financial Planning.....	3
ECN101: Introductory Macroeconomics	3
or ECN102: Introductory Microeconomics.....	3
or ECN105: Basic Economics	3

One of the following ISM options:

ISM304: Microsoft Office Certification	3
Or three 1-credit courses from ISM160-171	

Economics

Coordinator: Harold Lawber, Ph.D.

Designed to develop students' analytical abilities and raise their social consciousness so that they can better serve themselves and society, courses in Economics prepare students for a wide variety of career opportunities. The study of economics equips students for careers in the private and public sectors. Both the Economics (B.S.) and Global Business 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 and sociopolitical events and behavioral patterns in the world.

Students may formally declare a major in Economics after successfully completing ECN101 and ECN102.

Major in Economics (B.S.)

Requirements to complete the major in Economics (B.S.) consist of the Business Studies and Economics core requirements and 12 additional courses (62 credits):

ACC101: Financial Accounting I.....	4
ACC102: Financial Accounting II.....	4
ISM: 3 credits from ISM160-171	3
ISM304: Microsoft Office Certification	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

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Four upper-level (300/400-level) economics courses (12 credits).

MTH191: Applied Calculus I.....3
or MTH201: Calculus I.....3
STA201: Statistical Methods.....3
MTH192 or MTH202, 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. This major is not subject to the assessment process required for professional accreditation by the IACBE:

Students earning a B.A. in Economics are required to complete the following 11 courses (36 credits):

ECN101: Introductory Macroeconomics3
ECN102: Introductory Microeconomics3
ECN201: Intermediate Macroeconomics.....3
ECN202: Intermediate Microeconomics.....3
ECN305: Money and Banking3
ECN417: Economic Ideas in Historical Perspective.....3
ECN/POL420: Political Economy of Industrial Societies.....3
ECN490: Public Finance and Public Policy Analysis.....3
MGT300: Ethics for Business3
or RST335: Christian Ethics and Social Issues3

Three upper level (300/400 level economics classes total of 9 credits.

Minor in Economics

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

ECN101: Introductory Macroeconomics3
ECN102: Introductory Microeconomics3
ECN201: Intermediate Macroeconomics.....3
ECN202: Intermediate Microeconomics.....3

Two upper-level ECN electives (6 credits) at the 300 or 400 level.

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

Coordinator: Harold Lawber, Ph.D.

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 encouraged to study abroad and take additional courses in modern languages.

Requirements for the Global Business and Economics major consist of the Business Studies and Economics core and 11 additional courses (63 credits):

ACC101: Financial Accounting I.....	4
ACC102: Financial Accounting II.....	4
ECN101: Introductory Macroeconomics.....	3
ISM: 6 credits in ISM.....	6
MGT120: Management and Organizational Behavior.....	3
MGT212: Business Communication.....	3
MGT300: Ethics for Business.....	3
ECN102: Introductory Microeconomics.....	3
ECN314: Comparative Economic and Political Systems.....	3
ECN363: Economics of Regional - Global Organizations.....	3
ECN411: International Trade and Global Organizations.....	3
ECN417: Economic Ideas in Historical Perspective.....	3
ECN/POL420: Political Economy of Industrial Societies.....	3
MGT280: Principles of Marketing.....	3
MGT385: Environmental Management - Quality Systems (ISO9000/ISO14000).....	3
MGT403: Business Law - Labor Law.....	3
MGT490: Strategic Business Planning.....	4

Choice of two courses from the following OR from special topics offerings provided through the Pell Center (6 Credits):

PSY290: Cross Cultural Psychology.....	3
MGT391: Japan and the Pacific Rim.....	3
ECN392: China and the Pacific Rim.....	3
HIS/POL331: Contemporary Latin America.....	3
HIS/POL332: Contemporary Middle East.....	3
HIS/POL333: Contemporary Africa.....	3
HIS/POL334: Contemporary East Asia.....	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 courses, 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 seven courses (21 credits):

ECN101: Introductory Macroeconomics.....	3
ECN102: Introductory Microeconomics.....	3
ECN314: Comparative Economic and Political Systems.....	3
MGT120: Management and Organizational Behavior.....	3
MGT280: Principles of Marketing.....	3

Choice of two courses from the following (6 credits):

ECN392: China and the Pacific Rim.....	3
MGT391: Japan and the Pacific Rim.....	3
HIS/POL331: Contemporary Latin America.....	3

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HIS/POL332: Contemporary Middle East.....3
HIS/POL333: Contemporary Africa.....3
HIS/POL334: Contemporary East Asia3
PSY290: Cross Cultural Psychology3
XXX399: Special Topics - Global3

Additional Requirement:

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

Major in Financial Management (B.S.)

Coordinator: Lucia Arruda, M.S., M.S.T., C.P.A.

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 educational foundation needed for individuals wishing to pursue graduate education.

Requirements to complete the major in Financial Management consist of the Business Studies and Economics core requirements and 13 additional courses (66 credits):

ACC101: Financial Accounting I.....4
ACC102: Financial Accounting II.....4
ECN101: Introductory Macroeconomics3
ISM: 3 credits in ISM.....3
ISM/MGT214: Project Management3
MGT120: Management and Organizational Behavior.....3
MGT212: Business Communication3
MGT300: Ethics for Business3
ACC321: Managerial Accounting3
ACC331: Federal Income Taxes I.....3
ECN102: Introductory Microeconomics3
ECN305: Money and Banking3
ECN351: Risk Management.....3
MGT270: Financial Management.....3
MGT320: Investment Planning3
MGT355: Professional Selling3
MGT403: Business Law - Labor Law3
MGT490: Strategic Business Planning4
MGT491: Professional Internship3
MTH191: Applied Calculus I (or above).....3
STA201: Statistical Methods.....3

Information Systems Management (B.S.)

Coordinator: Judith Keenan, M.A.

The courses in Information Systems Management focus on effective planning, procurement and utilization of business related information systems and software applications to meet business needs. Participants in the major develop both the conceptual capabilities and knowledge required to implement information systems, become familiar with programming languages and methods, and develop and structure networks, database management and network security applications. The Information Systems Management program offers Business Studies majors, and other interested students, the opportunity to obtain Microsoft Certification in business-related software applications.

Requirements to complete the major in Information Systems Management consist of the Business Studies and Economics core requirements and 13 additional courses (66 credits):

ACC101: Financial Accounting I.....	4
ACC102: Financial Accounting II.....	4
ECN101: Introductory Macroeconomics	3
ISM: 3 credits from ISM160-171	3
ISM103: Internet and Computing Core Certification (IC3)	3
MGT120: Management and Organizational Behavior.....	3
MGT212: Business Communication	3
MGT300: Ethics for Business	3
ECN102: Introductory Microeconomics	3
ISM201: Principles of Application Programming.....	3
ISM211: Structured Systems Analysis: Procurement and Implementation	3
ISM/MGT214: Project Management	3
ISM304: Microsoft Office Certification	3
ISM307: E-Business / E-Commerce.....	3
ISM321: Database Management Systems.....	3
ISM331: Application Development Using Microsoft .Net Framework	3
ISM410: Network Administration and Security	3
MGT490: Strategic Business Planning	4
ISM491: Professional Internship	3
MGT290: Management of Human Resources	3
MGT403: Business Law - Labor Law	3

Minor in Information Systems Management

Students completing a minor in Information Systems Management are required to take the following nine courses (21 credits).

ISM103: Internet and Computing Core Certification (IC3)	3
ISM201: Principles of Application Programming.....	3
ISM211: Structured Systems Analysis: Procurement and Implementation	3
ISM304: Microsoft Office Certification	3
ISM307: E-Business / E-Commerce.....	3
ISM321: Database Management Systems.....	3

And three of the following 1-credit courses:

ISM160: Microsoft Word.....	1
ISM161: Microsoft Excel	1
ISM162: Microsoft PowerPoint.....	1
ISM163: Adobe Dreamweaver	1
ISM164: Microsoft Visio.....	1
ISM165: Microsoft Access.....	1
ISM166: HTML.....	1
ISM167: JavaScript.....	1
ISM168: Microsoft Project.....	1
ISM169: Microsoft Publisher	1
ISM170: Microsoft Vista/ Computer Concepts	1
ISM171: Microsoft Outlook	1

Major in Management (B.A.)

Coordinator: Ronald Atkins, Ph.D.

The courses required to earn the major in Management focus on the qualitative aspects of management and are specifically designed to prepare graduates for supervisory positions in a culturally diverse, information-based business environment. The program requires participants to complete three classes (9 credits) in foreign language courses or an information systems-based research course (MGT350).

Requirements to complete the major in Management consist of the Business Studies and Economics core requirements and 11 additional courses (60 credits):

ACC101: Financial Accounting I.....	4
ACC102: Financial Accounting II.....	4
ECN101: Introductory Macroeconomics	3
ISM: 3 credits from ISM160-169.....	3
ISM103: Internet and Computing Core Certification (IC3)	3
MGT120: Management and Organizational Behavior.....	3
MGT212: Business Communication	3
MGT300: Ethics for Business.....	3
ECN102: Introductory Microeconomics	3
ECN314: Comparative Economic and Political Systems	3
or MGT240: Health Care U.S.A.	3
ISM304: Microsoft Office Certification	3
MTH130: Quantitative Methods for Business.....	3
or MTH191: Applied Calculus I	3
MGT280: Principles of Marketing.....	3
MGT290: Management of Human Resources	3
MGT310: Personal Financial Planning.....	3
MGT385: Environmental Management - Quality Systems (ISO9000/14000)	3
MGT403: Business Law - Labor Law	3
MGT409: Labor Relations - Conflict Resolution.....	4
MGT350 Business Research Methods	3
or one additional 3-credit modern language course in the same language (above the University language requirement) from the following: SPA203, 207, 241; FRN200, 201, 203 (3 credits).	

Major in Marketing (B.S.)

Coordinator: Traci Warrington, 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 that create and 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 and 14 additional courses (69 credits):

ACC101: Financial Accounting I.....	4
ACC102: Financial Accounting II.....	4

ECN101: Introductory Macroeconomics	3
ISM: 3 credits in ISM.....	3
ISM/MGT214: Project Management	3
MGT120: Management and Organizational Behavior.....	3
MGT212: Business Communication	3
MGT300: Ethics for Business.....	3
ECN102: Introductory Microeconomics	3
MGT270: Financial Management.....	3
MGT280: Principles of Marketing.....	3
MGT305: International Issues in Consumer Behavior	3
MGT350: Business Research Methods.....	3
MGT390: Marketing Communications	3
MGT422: Marketing Strategies.....	3
MGT: Marketing Elective	3
MGT: Marketing Elective	3
MGT490: Strategic Business Planning	4
MGT491: Professional Internship in Business.....	3
MTH130: Quantitative Methods for Business.....	3
or MTH191: Applied Calculus I	3
STA201: Statistical Methods.....	3
ACC321: Managerial Accounting.....	3

Business Studies and Economics Minors

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

Accounting
Business Administration
Economics
Global Business and Economics
Information Systems Management

Requirements to complete the above minors are listed with the requirements for the majors of the same name.

Minor in Sports Management

Coordinator: Ronald Atkins, 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 a rapidly growing segment of business.

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

MGT110: Sports Management in the 21st Century.....	3
MGT210: Ethical and Legal Issues in Sports	3
MGT312: Sports Marketing.....	3
MGT491: Internship in Sports Management	3

And six elective credits from the following:

MGT315: Event Planning and Facilities Management.....	3
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BUSINESS STUDIES AND ECONOMICS

HIS/AST251: Sport in America3
Students may satisfy one 3-credit elective course requirement by successfully completing three of the following 1-credit classes:
MGT130: Gender and Minority Issues in Sports1
MGT131: Media Relations/Public Relations.....1
MGT132: Sponsorships and Fundraising.....1
MGT133: Contract Negotiation.....1
MGT134: The Sports Franchise1
MGT135: Special Topics in Sports Management1

Five-Year Master’s Degree in Business

Five-Year program leading to the Master of Business Administration/Master of Management

The University offers an accelerated 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 Five-Year program by the end of the junior year. Applicants should have a grade point average of at least 3.3 and should expect to take four graduate courses (12 credits) in the senior year toward the undergraduate degree. The total number of credits a student takes to complete the Five-Year program with a bachelor’s and a master’s degree is 152 credits, 24 of which are taken in the fifth year. Final acceptance is conditioned on the successful completion of the undergraduate degree and the four graduate courses.

Individuals interested in earning an M.B.A. or M.S. in 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 I

A study of the fundamental financial accounting and principles that are used for financial reporting. The focus will be on methods used for the preparation of the financial statements in accordance with Generally Accepted Accounting Principles (GAAP). Topics include accrual accounting, the accounting cycle, elements of the financial statements, merchandising operations, inventory methods, internal control, cash management and accounting for receivables.

4 credits.

ACC102: Financial Accounting II

A study of the fundamental financial accounting and principles that are used for financial reporting. This course is a continuation of ACC101. Topics include accounting for current liabilities, the time value of money, long-term assets, long-term liabilities, and stockholders’ equity. Additional topics include the preparation of the statement of cash flow and financial statement analysis.

Prerequisite: ACC101.

4 credits.

ACC201: Intermediate Accounting I

This course and the two subsequent Intermediate Accounting courses review the

conceptual framework of accounting. This includes the review of the standard setting process as created by the Financial Accounting Standards Board, with the approval of the American Institute of Certified Public Accountants and the Securities and Exchange Commission. Topics covered include an in-depth review of the content of the financial statements and a review of the reporting of cash and receivables.

Prerequisite: ACC102.

3 credits.

ACC311: Intermediate Accounting II

This course continues the reporting standards reviewing the topics of accounting for inventories; the reporting of plant, property, equipment; and intangible assets; and the accounting for liabilities including short and long term debt and bonds.

Prerequisite: ACC201.

3 credits.

ACC312: Intermediate Accounting III

A study of more advanced financial reporting techniques expanding on financial accounting concepts introduced in ACC 101,102, 201, and 311. The focus will be on certain methods used for the preparation of financial statements in accordance with Generally Accepted Accounting Principles (GAAP). Topics include stockholders' equity; accounting for investments, income taxes, compensation, leases, accounting changes and error corrections; reporting earnings per share in a simple and complex capital structure.

Prerequisite: ACC311.

3 credits.

ACC321: Managerial Accounting

A study of the fundamental concepts of managerial accounting. This course focuses on what internal users of accounting information need to support the management functions of planning, directing, and controlling operations. Topics include types and behaviors of cost, costs accounting systems, cost -volume-profit analysis, incremental analysis, budgetary planning and control, responsibility accounting, standard costs, and the balanced scorecard.

Prerequisite: ACC102, for non-accounting majors.

3 credits.

ACC322: Cost Accounting

A study of cost accounting concepts. This course focuses on preparation and analyzing cost information to be used internally for decision making. Topics include job order costing, process costing, activity-based costing, cost behavior, cost-volume-profit accounting, standard costs and the balanced scorecard.

Prerequisite: ACC102, accounting majors only.

3 credits.

ACC331: Federal Income Taxes I

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.

Prerequisite: ACC102.

3 credits.

ACC332: Federal Income Taxes II

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.

Prerequisite: ACC331.

3 credits.

ACC/ISM341: Accounting Information Systems

This course uses QuickBooks Pro, EXCEL, and TurboTax as its software platform. After completing the QuickBooks Pro projects students will study a series of real accounting cases. They start by completing an EXCEL based cash proof with the bank statements for a small LLC. Students will prepare a chart of accounts, and select the specific systems that best helps that client. The accounting cycle will be captured in QuickBooks Pro, reconciled to the bank statement, and used to produce financial reports for the client. The final project will implement a perpetual inventory system, federal and state payroll, and online banking database management, and budgeting for a typical company.

Prerequisites: ACC102.

3 credits.

ACC401: Advanced Accounting

The course reviews the application of financial accounting principles and practices to consolidations, business combinations, partnerships and governments. Cases are prepared using computerized spreadsheets. Ethical issues in business combinations are also examined.

Prerequisite: ACC312.

3 credits.

ACC404: Auditing

This course exposes students to the auditing profession and the audit process. The C.P.A. 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 account business cycles will be practically examined through the utilization of real-world case problems throughout the course.

Prerequisite: ACC312.

3 credits.

ACC405: Accounting Theory and Practice

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, to research those identified issues, to use various computer-based Web sites to determine the appropriate authoritative accounting literature, and make a decision. International accounting standards and current developments in the profession are highlighted in this course.

Prerequisite: ACC312.

3 credits.

ACC491/MGT491: Accounting Internship

Individually supervised employment 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 faculty member, and prepare a substantive report on the work experience.

Prerequisite: Limited to juniors and seniors with approval by a supervising faculty member and the department Chair.

3 credits.

Economic Courses

ECN100: Introductory Economics of Culture

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.

3 credits.

ECN101: Introductory Macroeconomics

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.

3 credits.

ECN102: Introductory Microeconomics

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.

3 credits.

ECN105: Basic Economics

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.

3 credits.

ECN110: Economic Geography

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

3 credits.

ECN201: Intermediate Macroeconomics

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.

3 credits.

ECN202: Intermediate Microeconomics

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.

3 credits.

ECN305: Money and Banking

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.

Prerequisites: ECN101 or permission of instructor.

3 credits.

ECN314: Comparative Economic and Political Systems

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.

3 credits.

ECN351: Risk Management

This course covers theories of risk management in the area of insurance or banking.

Prerequisites: ECN101 and ECN102 or permission of instructor.

3 credits.

ECN363: Economics of Regional - Global Organizations

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.

3 credits.

ECN392: China and the Pacific Rim

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.

3 credits.

ECN399: Special Topics in Economics

Special Topics courses are offered to supplement the educational experience with unique courses that are not part of the normal course offerings.

3 credits.

ECN407: Introduction to Econometrics

This course introduces students to economic, social, political and cultural variables that influence global transactions and decision-making using econometric models.

Prerequisite: MTH191 or MTH201 and STA 201.

3 credits.

ECN411: International Trade and Global Corporations

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.

3 credits.

ECN412: International Finance and Investments

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.

3 credits.

ECN415: Economic Growth and Development

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.

3 credits.

ECN417: Economic Ideas in Historical Perspective

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.

3 credits.

ECN418: American Economic History

A survey of the development and growth of the American economy from Colonial times to the present. Attention is paid to the processes through which a predominantly agricultural society became a service sector-oriented society operating in the world economy. Special attention is given to important historical controversies such as the economics of the American Constitution, slavery, economic imperialism and the causes of the Great Depression.

3 credits.

ECN/POL420: Political Economy of Industrial Societies

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.

(Offered alternate years.)

3 credits.

ECN471: Mathematical Economics

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.

3 credits.

ECN490: Public Finance and Public Policy Analysis

A comprehensive senior research project and presentation. The projects include discussion of relevant issues in the context of micro/macroeconomics theory, global influences, financing, banking, government policy and economic modeling.
3 credits.

ECN/MGT491: Internship

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 faculty advisor and Chair and require approval of both. Internships may be repeated twice (a total of 6 credits) provided the internships are with different organizations.

Prerequisite: Junior, senior standing. The second internship (if approved) is applied as a management elective. Cross-referenced as ACC491/ISM491.

3 credits.

ECN499: Independent Study

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

Prerequisites: Advanced standing, acceptance of project by a faculty member and permission of the Chair.

3 credits.

Information Systems Management Courses**ISM101: Topics in Information Systems Management**

This course provides students the opportunity to develop computer-based capabilities needed to make effective use of Microsoft Office applications related to Word, Excel, PowerPoint, FrontPage, Visio, Access, HTML, JavaScript, Project and Publisher. This course encompasses 10 modules: each module is dedicated to one of the listed applications.

Students registering for ISM101 are required to select and satisfactorily complete three modules to receive academic credit.

3 credits.

ISM103: Internet and Computing Core Certification (IC³)

Internet and Computing Core Certification (IC³) provides an introduction to the computer technology and concepts. This Internet and Computing Core Certification (IC³) is broken into three key concepts: Computing Fundamentals, Key Applications, and Living Online. 2005 standards provide thorough instruction on the various uses of the computer, important accessories, networking principles and key applications such as word processing, spreadsheets, and presentation applications. E-mail and Internet principles such as managing e-mail and contacts, searching for a topic online, and how computers affect everyday life are also emphasized.

3 credits.

ISM/MGT200: Computer-Based Stock Market Analysis

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.

3 credits.

ISM201: Principles of Application Programming

This course provides the initial introduction to application development tools, languages, methods that support Object Oriented Programming (OOP) and event-driven paradigms. Emphasis is placed on understanding the process of writing, testing, and debugging business applications. Hands-on programming projects help students demonstrate their understanding of programming and design concepts. Topics include: XHTML, WWWC standards, accessibility design issues, JavaScript, and Visual BASIC Scripting language.

Prerequisite: ISM103 or three ICT credits.

3 credits.

ISM211: Structured Systems Analysis: Procurement and Implementation

This course establishes the methodology used in all future courses in the ISM curriculum. It uses the System Development Life Cycle (SDLC) methodology to analyze the requirements of a business information system. Topics covered include determination of requirements, procurement, systems design, and systems development. A case study approach is used to bring a reality-based approach to the concepts, theories, and procedures covered in the course.

Prerequisite: ISM103.

3 credits.

ISM/MGT214: Project Management

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/coordination capabilities needed for successful planning, project development/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: ACC102 and three ISM credits.

3 credits.

ISM304: Microsoft Office Certification

This course will provide all the necessary training, learning and support to help each student sit for and successfully complete one or more Microsoft Office Certification subject exams. Microsoft Office User Specialist Certification is awarded to participants who pass exams within the Microsoft Office suite. Subject exams are Word, Excel, Access, PowerPoint, and Outlook.

Prerequisite: three ISM credits.

3 credits.

ISM 307: E-Business / E-Commerce

As part of this course, the 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 detail: developing an "Internet" business plan and exploring the key components needed to get started; product development (product-based, service-based, information-based products); market identification; Web site and corporate identity including image, logo, slogan, automating the online business process; accepting payment; fulfillment; running an internet newsletter (the KEY to online business success). In addition, the students will be introduced to Internet marketing and shown how

to present their products to anxious buyers. Hands-on laboratory projects will reinforce concepts presented in class.

Prerequisite: three ISM credits.

3 credits.

ISM321: Database Management Systems

This course introduces the student to application, logical structure, and physical implementation of the database management systems. Emphasis is placed on the relational, client-server, and object-oriented database models. Advanced topics utilize Microsoft Active Pages (ASP) in a series of database, reporting applications based on business-oriented case studies.

Prerequisites: ISM201 and ISM211.

3 credits.

ISM331: Application Development Using Microsoft .Net Framework

Students will combine systems analysis and database management systems experience and focus on designing, developing, and implementing online, Web-based applications with the Microsoft .Net framework. The course includes hands-on projects that will give students additional exposure to XHTML, JavaScript, VB.Net, ASP.Net, and SQL. Hands-on laboratory projects will help students improve their skills and reinforce concept levels.

Prerequisite: ISM321.

3 credits.

ISM/ACC341: Accounting Information Systems

This course introduces students to the challenges faced by all businesses in terms of financial accounting, budgeting and decision making. QuickBooks and Peachtree will be taught extensively from a case study perspective. Students simulate starting a typical business, prepare a chart of accounts and carry the business through the first two accounting cycles. In addition they prepare financial statements, business plans for grant proposals and Pro Forma statements. Accounting Information Systems provides students the capability to enter into one of the fastest growing job markets in the United States.

Prerequisite: ACC102.

3 credits.

ISM/MGT399: Special Topics in Information Management

Special Topics courses are offered to supplement the educational experience with unique courses that are not part of the normal course offerings.

Prerequisite: ISM103 or permission of instructor.

3 credits.

ISM410: Network Administration and Security

Information Systems Management graduates need to learn and understand important conceptual and hands-on aspects of network administration and security. Under the general discussion of Network Administration, students will be able to learn about the main components of LANs, WANs, and Intranets and how they relate to administration, management, and security issues.

Prerequisite: ISM321.

3 credits.

ISM491: Professional Internship

The internship program is designed to provide students the opportunity to gain practical work experience in a responsible position with a business or nonprofit organization. Interns are provided meaningful work assignments and assigned research projects that integrate work with prior classroom learning. Opportunities are developed in consultation with faculty advisors, department Chair and the internship provider. Internships may be repeated twice (not to exceed a total of six credits) provided the internships are significantly different in scope.

Prerequisite: Senior standing. The second internship (if approved) is applied as an elective. Cross-referenced as ACC/MGT491.

3 credits.

ISM499: Independent Study

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

Prerequisites: Advanced standing, acceptance of project by a faculty member and permission of the Chair.

3 credits.

One-Credit Seminars

The following 1-credit/2-Continuing Education Unit courses provide students the opportunity to learn or improve capabilities in specific software applications.

ISM160: Microsoft Word

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 how and when to apply different tools to meet needs.

1 credit.

ISM161: Microsoft Excel

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 when to apply different tools to meet needs.

1 credit.

ISM162: Microsoft PowerPoint

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.

1 credit.

ISM163: Adobe Dreamweaver

Knowledge of Adobe Dreamweaver helps promote quick development of professional, database-driven, content-delivery applications. Students will utilize Adobe Dreamweaver to develop Web pages and other applications commonly used by organizations and the business community.

1 credit

ISM164: Microsoft Visio

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.

1 credit

ISM165: Microsoft Access

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.

1 credit

ISM166: HTML

Hypertext Markup Language (HTML) is the standard of Web-based development applications. Within HTML other languages are supported such as JavaScript, Visual BASIC, XML, and Java. An in-depth knowledge and understanding of HTML is essential for anyone pursuing a future in Web-based applications development. Students will learn and follow HTML and XHTML standards as prescribed by the World Wide Web Consortium. The instructor will help students understand how to use the product and how and when to apply different tools and methods.

1 credit

ISM167: JavaScript

JavaScript is a Web-based programming language popular among many Web developers. JavaScript supports client-based applications that are not supported by HTML. JavaScript applications support interactive and dynamic Web page development. JavaScript is a universal programming tool that all Web-based developers should know.

1 credit

ISM168: Microsoft Project

Microsoft Project (or MSP) is a project management software program developed and sold by Microsoft that is designed to assist project managers in developing plans, assigning resources to tasks, tracking progress, managing budgets and analyzing workloads.

1 credit

ISM169: Microsoft Publisher

Microsoft Publisher is a desktop publishing application, often considered to be an entry-level desktop publishing application, that provides superior control over page elements compared to Microsoft Word.

1 credit

ISM170: Microsoft Vista/ Computer Concepts

An essential and practical introduction to computer hardware and software concepts for students to understand the elements of how and why we use computers to input data, create reports and documents, and extract that in meaningful ways for professional use. Related terminology and processes are explored along with an introduction to Microsoft

Vista. The concepts range from the everyday use of computers and devices to the complex background needed to understand and interact with the world of technology.

1 credit

ISM171: Microsoft Outlook

Microsoft Outlook is mainly used as an e-mail application. It also includes a calendar, task manager, contact manager, note taking, a journal and web browsing.

1 credit

Management Courses**MGT110: Sports Management in the 21st Century**

(See Sports Management minor for description.)

3 credits

MGT120: Management and Organizational Behavior

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 MLA format writing skills.

3 credits

MGT200/ISM200: Computer-Based Stock Market Analysis

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.

3 credits

MGT210: Ethical and Legal Issues in Sports

(See Sports Management minor for description.)

3 credits

MGT212: Business Communication

This course introduces students to four essential business communication skills: public speaking, working in teams, writing, and communication technology. In classes that emphasize group projects, students will learn to use PowerPoint to create business presentations. Writing assignments include resumes, cover letters, business letters, policies, and a research report using the MLA format. Preparing for job interviews, delivering persuasive messages, and the ethical dimensions of business communication are also discussed.

Prerequisite: MGT120 or permission of instructor.

3 credits

MGT/ISM214: Project Management

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: ACC102 and three ISM credits or permission of instructor.

3 credits

MGT240: Health Care U.S.A.

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.

3 credits

MGT270: Financial Management

This course introduces the student to the principles of financial management and their use in optimizing the value of the organization. The role the Chief Financial Officer as decision maker and member of the senior management team is explored. Basic analytical methods and computations are used in making both short and long term decisions.

Additionally, students learn methods of determining stock and bond valuations.

Prerequisites: ACC102.

3 credits

MGT280: Principles of Marketing

This is an introductory course which 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.

3 credits

MGT290: Management of Human Resources

This course is designed to provide the student with the information needed to make informed decisions on human resource utilization within the organization. The course examines equal opportunity, recruiting, selection, developing and utilizing human resources, performance appraisal, motivation, discipline, workplace safety, and union-management relationships. Human resource problems are presented in case study formats and require in-depth research and analysis.

Prerequisite: MGT120 or permission of instructor.

3 credits

MGT300: Ethics for Business

This course is designed to explore the influence of personal ethics and social values on the decision-making process of business decision-makers. Course participants develop and use an ethical matrix based on concepts inherent in ethical frameworks based on justice, rights, duty, utility and normative ethics to evaluate the consequences of business decisions on a variety of stakeholders. The interaction between the parties to the U.S. Constitution and the pattern of attempts to curb the unethical actions of business through legal constraints is 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 emerging global business environment.

Prerequisite: MGT120 or permission of instructor.

3 credits

MGT305: International Issues in Consumer Behavior

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.

3 credits

MGT310: Personal Financial Planning

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.

3 credits

MGT312: Sports Marketing

(See Sports Management minor for description.)

3 credits

MGT315: Event Planning and Facility Management

(See Sports Management minor for description.)

3 credits

MGT320: Investment Planning

A study of investment objectives and determinants of investment values, types of securities, market procedures, analytical techniques, and institutional and speculative regional and global markets. This course develops understanding of functions performed by financial managers for individual and institutional investors and capital budgeting and planning and the critical issues of accountability and fiduciary responsibility.

Prerequisite: ACC102, MGT311, and STA201.

3 credits

MGT350: Business Research Methods

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.

Prerequisite: MGT280 and STA 201.

3 credits

MGT353: Retailing

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.

3 credits

MGT355: Professional Selling

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 .

3 credits

MGT357: International Marketing

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.

3 credits

MGT385: Environmental Management-Quality Systems (ISO9000/ISO14000)

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 (process) 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.

3 credits

MGT390: Marketing Communications

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, and personal selling for maximum marketing effectiveness is investigated. Both the creative and analytical sides of marketing communications are employed. Students 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 and junior standing.

3 credits

MGT391: Japan and the Pacific Rim

The objective of this special topic 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 or pursuing a minor in East Asian Studies.

3 credits

MGT399: Special Topics in Management

Special Topics courses are offered to supplement the educational experience with unique courses that are not offering courses that are unique and not part of the normal course offerings.

3 credits

MGT403: Business Law - Labor Law

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.

3 credits

MGT409: Labor Relations-Conflict Resolution

Capstone for Management majors

This course provides students with the opportunity to demonstrate their competency in the following areas: conflict-resolution, human resource management practices, wage and salary administration and labor relations-arbitration. Sources of conflict resulting from management decisions, policy formulation, implementation, enforcement, miscommunications and management/labor accountability from subsequent actions leading to conflict are examined through readings, research projects, case studies and class discussions.

Prerequisites: MGT290 and MGT403.

4 credits

MGT422: Marketing Strategies

Capstone for marketing majors

Upon completion of this course, students will be able to create a marketing plan complete with internal and external analyses, marketing objectives, appropriate strategy, marketing mix action programs, and evaluative criteria. A one-credit Service-Learning option exists to work with a nonprofit organization to solve marketing-related problems.

Prerequisite: MGT390 and senior standing.

3 credits

MGT490: Strategic Business Planning

Capstone for Accounting, Business Administration, Financial Management 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 analysis and marketing analysis 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: MGT270 and STA201 or permission of instructor.

4 credits

MGT491: Professional Internship in Business

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 faculty advisor and Chair and require approval of both. Internships may be repeated twice (a total of six credits) provided the internships are with different organizations.

Prerequisite: Junior/senior standing. The second internship (if approved) is applied as a management elective. Cross-referenced as ACC491/ISM491.

3 credits

MGT499: Independent Study

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

Prerequisites: Advanced standing, acceptance of project by a faculty member and permission of the Chair.

3 credits

Sports Management Courses

MGT110: Sports Management in the 21st Century

This course serves as the entry-level course in the 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.

3 credits

MGT210: Ethical and Legal Issues in Sports

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.

3 credits

MGT312: Sports Marketing

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.

3 credits

MGT315: Event Planning and Facilities Management

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.

3 credits

MGT491: Internship in Sports Management

This course allows for professional experience in the sports industry. Developed in concert with the individual organization, the internship serves as both a learning and professional experience that allows the student to obtain industry insight in their area of interest. Areas of work within the sports industry include professional sports, intercollegiate, sporting good retailers, health and fitness clubs, sports marketing agencies, and other sports entities.

3 credits

HIS/AST 251: Sport in America

This course surveys the origin of sports in America and its evolution to the position it occupied in American society today. It seeks to ascertain when, where, why and how sports became such an important aspect of American life and identity. References to sport in other nations will be made though emphasis will be placed on the major sports and sporting events that flavor American culture.

3 credits

One-Credit Courses for Sports Management**MGT130: Gender and Minority Issues In Sports**

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

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

This course examines the various aspects of sponsorships and fundraising related to the business of sports.

MGT133: Contract Negotiation

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

This course highlights the legal aspects, advantages, opportunities and disadvantages associated with sports franchises.

MGT135: Special Topics in Sports Management

This course will be offered to make use of emerging opportunities related to sports management and the related business aspects of sports.

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.

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 19 courses (72 credits):

CHM113-114: General Chemistry I and II	4, 4
CHM201: Analytical Chemistry	4
CHM205-206: Organic Chemistry I and II	4, 4
CHM305-306: Physical Chemistry I and II	4, 4
CHM408: Inorganic Chemistry	4
CHM410: Topics in Chemistry and Research	4
CMM497: Undergraduate Research I	4
MTH201-202: Calculus I and II	3, 3
MTH300: Linear Algebra	3
MTH301: Differential Equations	3
PHY205-206: Principles of Physics I and II	4, 4
Students must also earn a total of 12 credits from the following elective courses: CHM309, CHM310, CHM407, CHM498, BCH403, BCH404, STA201, BIO111-112, BIO220.	

CHEMISTRY

Minor in Chemistry

Students completing a minor in chemistry must take a minimum of six chemistry courses (24 credits). Required courses:

CHM113-114: General Chemistry I and II	4, 4
CHM205-206: Organic Chemistry I and II.....	4, 4
Two chemistry courses (8 credits) above 200-level selected in consultation with the department Chair.	

Chemistry Courses

CHM113: General Chemistry I

Lecture 3 hrs./Lab 3 hrs.

Core Complement Course in Natural Sciences

This introductory course covers the fundamental principles and main concepts in chemistry. The laboratory portion of the course will assist in building a deeper and more lasting understanding of the basic principles in chemistry. This will be accomplished, in part, with the help of a selection of computer-interfaced experiments.

4 credits.

CHM114: General Chemistry II

Lecture 3 hrs./Lab 3 hrs.

Core Complement Course in Natural Sciences

A continuation of CHM113.

Prerequisite: CHM113.

4 credits.

CHM121: Chemistry of Human Health I

Lecture 3 hrs./Lab 2 hrs.

Core Complement Course in Natural Sciences

Students focus on the fundamental principles in chemistry as applicable to human health. This will provide a foundation for the study of organic chemistry with an emphasis on living organisms and lead into an introduction to biochemistry. Topics include proteins, lipids, carbohydrates, and metabolism.

4 credits.

CHM122: Chemistry of Human Health II

A continuation of CHM121.

Lecture 3 hrs./Lab 2 hrs.

Prerequisite: CHM121.

4 credits.

CHM130: Chemistry in Society

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.

3 credits.

CHM201: Analytical Chemistry

Lecture 3 hrs./Lab 3 hrs.

This course introduces students to the underlying theories involved in quantitative analysis. Many representative techniques are examined and applied in areas such as acid-base chemistry, precipitation and colloids, gravimetric methods, volumetric analysis, titration, and oxidation-reduction.

Prerequisite: CHM114.

4 credits.

CHM203: Fundamentals of Organic Chemistry

Lecture 3 hrs./Lab 3 hrs.

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 science or interested in health-related fields such as biotechnology or forensics.

Prerequisite: CHM114 or CHM121.

4 credits.

CHM205: Organic Chemistry I

Lecture 3 hrs./Lab 3 hrs./Recitation 1 hr.

A study of the common classes of organic compounds, their synthesis, and properties. An in-depth study of bonding, reactivity, stereochemistry and reaction mechanisms will be addressed. Laboratory work consists mainly of synthesis and characterization of organic compounds.

Prerequisite: CHM114.

4 credits.

CHM206: Organic Chemistry II

Lecture 3 hrs./Lab 3 hrs./Recitation 1 hr.

A continuation of CHM205.

Prerequisite: CHM205.

4 credits.

CHM305: Physical Chemistry I

Lecture 3 hrs./Lab 3 hrs.

An in-depth view of the fundamental physical chemical principles, along with a focus on classical thermodynamics and introductory quantum mechanics. Laboratory work will include molecular modeling and problems in computational chemistry.

Prerequisites: CHM114, PHY202, MTH301 or permission of department Chair.

4 credits.

CHM306: Physical Chemistry II

Lecture 3 hrs./Lab 3 hrs.

A continuation of CHM305.

Prerequisite: CHM305.

4 credits.

CHM309: Instrumental Analysis

Lecture 3 hrs./Lab 3 hrs.

A study of the theory of modern instrumental methods of chemical analysis. Some of the topics include infrared, ultraviolet-visible, and atomic absorption/emission spectrophotometry as well as mass spectrometry, liquid and gas chromatography and nuclear magnetic resonance.

Prerequisite: CHM201.

4 credits.

CHM310: Environmental Chemistry

Lecture 3 hrs./Lab 3 hrs.

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.

4 credits.

CHM407: Advanced Organic Chemistry

Lecture 3 hrs./Lab 3 hrs.

This course aims to deepen and extend the student's grasp of the fundamentals of organic chemistry. Current advances and the science behind them are also explored. The laboratory focuses on the multistep synthesis and literature based synthesis of organic molecules.

Prerequisite: CHM206.

4 credits.

CHM408: Inorganic Chemistry

Lecture 3 hrs./Lab 3 hrs.

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.

4 credits.

CHM410: Topics in Chemistry and Research

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.

4 credits.

CHM497: Undergraduate Research I

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

Prerequisite: Junior/senior standing.

1-6 credits.

CHM498: Undergraduate Research II

A continuation of CHM497.

Prerequisite: CHM497.

1-6 credits.

Physics Courses

PHY201: General Physics I

Lecture 3 hrs./Lab 3 hrs.

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.

4 credits.

PHY202: General Physics II

Lecture 3 hrs./Lab 3 hrs.

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.

4 credits.

PHY205: Principles of Physics I

Lecture 3 hrs./Lab 3 hrs.

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.

Prerequisite: MTH201 and MTH202.

4 credits.

PHY206: Principles of Physics II

Lecture 3 hrs./Lab 3 hrs.

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 brief introduction to concepts of quantum, atomic and nuclear physics. Laboratory sessions illustrate principles studied and meaning of physical measurement.

Prerequisite: PHY204.

4 credits.

Science Courses**SCI102: Forensic Science**

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 SCI105 or BIO111 or CHM113 or PHY201.

3 credits.

SCI103: Physical Science

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.

3 credits.

SCI104: Earth Science

Core Complement Course in Natural Sciences

This course is the study of the earth including its origin and development, its place in the universe (basic astronomy), the forces that have shaped it, and those processes that are now, or have been at work upon its surface and interior (geology including rocks, minerals, earthquakes, plate tectonics and volcanoes).

3 credits.

SCI105: Integrated Science With Computers

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.

3 credits.

SCI300: Environmental Sciences

Environmental Sciences is an interdisciplinary course that seeks to give students an introduction to the disciplines of biology, chemistry, and geology that will help them to better analyze and understand ecological systems and how humanity influences these systems.

Prerequisite: Permission of instructor.

3 credits.

Cultural and Historic Preservation

Department Chair: James C. Garman, Ph.D.

Cultural and Historic Preservation (CHP) is an interdisciplinary major encompassing architectural history, archival research, historical 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 with an “L” are laboratory courses requiring 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.

CULTURAL AND HISTORIC PRESERVATION

Major in Cultural and Historic Preservation (B.A.)

Fifteen courses constitute the major (45 credits):

APG110: Human Diversity: Introduction to Anthropology	3
CHP201: Principles of Historic Preservation	3
CHP202: Practices of Historic Preservation (L).....	3
CHP/APG222: Historical Archaeology (L).....	3
CHP261: The American Built Environment	3
CHP262: World Heritage Management	3
CHP302: Researching Historic Properties (L).....	3
CHP350: Writing about Historic Preservation (second semester, Junior year)	3
CHP490: Senior Thesis in CHP	3
Four additional courses (12 credits) from CHP or ART305, or ART306 or SOC 311.	
Two history courses (6 credits) from HIS111, HIS112, 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 Preservation	3
CHP261: The American Built Environment.....	3
CHP262: World Heritage Management	3
CHP302: Researching Historic Properties.....	3
Two additional CHP courses (6 credits).	

Cultural and Historic Preservation Courses

Courses designated with an "L" are laboratory courses

CHP090: Cultural and Historic Preservation Conference

Students enrolled in this course participate in the University's annual Cultural and Historic Preservation conference. Attended by scholars from across the country, the conference explores themes relevant to the history of Newport and its environs. The workshops, lectures, and other events offer students the opportunity to meet and question conference participants in both formal and informal settings.

1 credit.

CHP201: Principles of Historic Preservation

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.

3 credits.

CHP202: Practices of Historic Preservation (L)

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.

3 credits.

CHP/APG222: Historical Archaeology (L)

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.

3 credits.

CHP231: Preservation of Historical Cemeteries (L)

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.

3 credits.

CHP251/APG251: The African-American Diaspora in Southern New England

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.

3 credits.

CHP261: The American Built Environment

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.

3 credits.

CHP262: World Heritage Management

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.

3 credits.

CHP270: Women in American Architecture

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.

3 credits.

CHP302: Researching Historic Properties (L)

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.

3 credits.

CHP311: Landscape History and Interpretation (L)

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.

3 credits.

CHP312: Preservation Planning

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.

3 credits.

CHP330/APG330: Analysis and Interpretation of Archaeological Materials (L)

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.

3 credits.

CHP350: Writing about Historic Preservation

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.

3 credits.

CHP380 Field School in Architectural Survey

The CHP Field School in Architectural Survey takes place within Newport's historic neighborhoods and offers students the opportunity to learn basic survey skills through a real-world architectural history project. Students enrolled in this course learn methods of field survey, documentation and data management, while simultaneously developing visual analysis skills. This course focuses specifically on teaching students how to assess current conditions, how to determine architectural style and how to recognize the addition or deletion of architectural features within specific, often vernacular, building traditions.

3-6 credits.

CHP390/APG390: Field School in Historical Archaeology

Every summer the Department of CHP offers a five-week field school in archaeology. From 2009 through 2011, the theme of the field school will be "Exploring the Lives and Material World of the Eighteenth Century Merchant." 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.

3-6 credits.

CHP399: Special Topics

Special topics are offered according to student interest and availability of program resources.

3 credits.

CHP490: Senior Thesis in CHP

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.

3 credits.

CHP491: Internship

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.

3 credits.

CHP499: Independent Study

Open to seniors only.

3 credits.



Education

Department Chair: Martha McCann Rose, Ph.D.

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, History, Mathematics, and Spanish. Minors are available in Special Education and Secondary Education.

The University began offering a program for the preparation of elementary teachers in 1951. In 1957, programs in Secondary Education were added, followed by a program in Special Education in the late 1960s. Finally, the Early Childhood program evolved from the Elementary program in 1995. Prior to that date, early childhood teachers were prepared through the Elementary program.

Like the University in general, 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, a distinctive element, of all programs. In 1951, the education programs at Salve Regina were inaugurated through a partnership with the Newport schools, and such partnerships continue to enhance the sense of service in our 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 INTASC standards, and appropriate content area (e.g., math) standards.

Certification and Accreditation

Eligibility for application for Rhode Island teacher certification is dependent on two criteria: the successful completion of a particular program (e.g., Elementary Education) 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),

www.salve.edu/departments/edu/

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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.

Students are responsible for knowing the updated curriculum, guidelines, and requirements as clarified and promulgated through the Education Department Handbook, the Assessment Handbook, and the Student Teaching Handbook, all of which are available on the Education Department Web site. 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 maintain a 2.75 overall grade point average, earn a "C" or better in all education courses, meet SAT and ETS testing requirements, develop an Admissions Portfolio, and pass a portfolio interview. Once formally admitted to an education program, students must continue to maintain a 2.75 GPA and pass through two additional portfolio review stages (prior to student teaching and upon completion of student teaching). During the 1st year interested students are invited to an orientation where they receive copies of the Department Handbook.

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.

Major in Early Childhood Education (B.S.)

This major is one of the components of the program designed to ready candidates to apply for R.I. teacher certification in grades pre-kindergarten-2. Students are strongly encouraged to complete BIO110 and HIS110 as part of their core complement course work. Early Childhood majors must also minor in Special Education. All majors in Early Childhood Education are required to complete the following 19 courses (56 credits):

ELC100: Introduction to Early Childhood Education	3
ELC200: Admissions Portfolio	1
ELC232: Child Growth and Development.....	3
ELC250: Principles of Learning/Teaching.....	3
ELC300: Methods Portfolio.....	1
ELC304: Nutrition/Health	1
ELC305: Math for Young Children.....	3
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
<i>Students in Early Childhood Education are required to complete the following courses in other disciplines:</i>	
EDC298-299: Tutoring and Mentoring in a Multicultural Society I and II.....	1,1
ENG243: Children’s Literature.....	3
SED211: Introduction to the Characteristics of Students with Exceptionalities.....	3
SED370: Working with Young Children with Language and Literacy Challenges.....	3
SED380: Curriculum and Methodology for Young Children with Special Needs.....	3

Major in Elementary Education (B.S.)

This major is one of the components of the program 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 18 courses (48-54 credits):

EDC090: Substance Abuse: Prevention and Intervention in the School Setting.....	1
EDC190: Teaching Physical Education and Health.....	1
EDC200: Admissions Portfolio.....	1
EDC201: Introduction to American Education.....	3
EDC203: Technologies in Education.....	3
EDC220: Child Development and Theories of Learning.....	4
EDC298-299: Tutoring and Mentoring in a Multicultural Society I and II.....	1,1
EDC300: Methods Portfolio.....	1
EDC305: Teaching Social Studies in the Elementary School.....	3
EDC316: Teaching the Fine Arts.....	1
EDC320: Teaching Literacy and Language.....	6
EDC323: Teaching Mathematics and Science in the Elementary School.....	6
EDC430: Student Teaching at the Elementary School Level.....	6
or 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:

ENG243: Children’s Literature.....	3
SED211: Introduction to the Characteristics of Students with Exceptionalities.....	3
SED332: Principles and Procedures for Behavior and Classroom Management.....	3

Major in Special Education (B.S.)

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.

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This 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 seven courses (24 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 Grades	3
SED310: Curriculum, Methodology, and Assessment for Students with Mild/Moderate Needs in the Middle Grades	3
SED331: Assessment Procedures for Children with Disabilities.....	3
SED332: Principles and Procedures for Behavior and Classroom Management.....	3
SED350: Collaboration: Home, School, and Community	3
SED410: Student Teaching in Special Education.....	6
or SED411: Student Teaching in Special Education.....	12
SED460: Senior Seminar: Action Research, Service Systems and Collaboration	3

The following courses are open to Early Childhood majors only:

SED370: Working with Young Children with Language and Literacy Challenges	3
SED380: Curriculum and Methodology for Young Children with Special Needs	3

Minor in Special Education

Education majors completing a minor in Special Education are required to complete a minimum of six courses (18 credits) in Special Education. Early Childhood Education majors must minor in Special Education.

Required courses:

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

The additional nine credits in Special Education electives should be approved by the Special Education program coordinator.

Students completing a minor in Special Education with a major outside of education are required to take a minimum of six courses (18 credits) in Special Education.

Required courses:

SED211: Introduction to the Characteristics of Students with Exceptionalities.....	3
SED225: Language Development and Communication Problems of Children	3
SED397: Sign Language I	3

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 RI teacher certification for grades 7-12 for Biology, English, French, History, Mathematics, and Spanish.

All majors in Secondary Education must complete the following education courses (41 credits):

SCD200: Admissions Portfolio	1
SCD201: Introduction to American Education.....	3
SCD220: Adolescent Development and Theories of Learning.....	4
SCD300: Methods Portfolio.....	1
SCD312: Teaching Reading in the Content Area	3
SCD320: Curriculum, Methods, and Assessment in the Middle and Secondary School	3
SCD321: Practicum for Methods.....	1
SCD341: Practicum in Secondary Education.....	3
SCD410: Classroom Management.....	3
SCD432: Student Teaching Seminar.....	1
SCD441: Student Teaching.....	12

Students in Secondary Education are required to complete the following courses in other disciplines:

EDC090: Substance Abuse: Prevention and Intervention in the School Setting.....	1
EDC298-299: Tutoring and Mentoring in a Multicultural Society I and II	1, 1
SED211: Introduction to the Characteristics of Students with Exceptionalities	3

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 electives (another 3 credit course and two 1 credit workshops).

Required courses:

SCD201: 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 three credits in Secondary Education should be approved by the Secondary Education program chair.

Students who minor in Secondary education are not eligible for a Rhode Island Education Teaching Certificate.

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Early Childhood Education Courses

ELC100: Introduction to Early Childhood Education

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 Rhode Island Early Learning Standards (RIELS) are introduced, as are the Rhode Island Beginning Teacher Standards (RIBTS), and the standards of the National Association for the Education of Young Children (NAEYC). Students visit diverse educational settings and have an opportunity to observe the standards in action in these settings.

3 credits.

ELC200: Admissions Portfolio

This workshop format course will help students prepare the portfolio necessary for acceptance into the Early Childhood program.

Prerequisite: Sophomore standing.

3 credits.

ELC232: Child Growth and Development

The physical, cognitive, emotional, and social development of children from conception through eight years of age is studied from a multicultural perspective. Theories of learning and appropriateness of curriculum are investigated. The development of a case study is introduced. The required service learning component (EDC298: Tutoring & Mentoring in a Multicultural Society I) provides the opportunity for meaningful interaction with children in a preschool setting.

Prerequisite: ELC100.

3 credits.

ELC250: Principles of Learning/Teaching

This course focuses on the principles that govern learning and teaching of young children. Using national, state, and local standards as a guide, students learn to design lessons and activities that meet these standards in a developmentally appropriate way. There is a required field component (EDC299: Tutoring & Mentoring in a Multicultural Society II) which will allow students the opportunity to implement into classroom practice the theories they are learning.

Prerequisite: ELC232.

3 credits.

ELC300: Methods Portfolio

This workshop format course will help students prepare the portfolio necessary for Student Teaching acceptance.

Prerequisite: Junior standing in the Early Childhood program.

1 credit.

ELC304: Nutrition/Health

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 program. (See Department Handbook)

1 credit.

ELC305: Math for Young Children

This course provides an in-depth exploration of the Standards of the National Council of Teachers of Math (NCTM). Students examine each standard in reference to its content, meaning, and application to the teaching of young children, three to eight 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. Connections between NCTM standards and local and state math requirements will also be studied.

Prerequisite: Acceptance to Elementary Education program. (See Department Handbook)

ELC308: Emergent Literacy for Elementary Education Majors

This course is designed to introduce students to the components of emergent literacy. Students will focus on oral skill development and its relationship to the development of written language skills. Hands-on experience will provide the model for designing creative language activities for young children. This course satisfies a Rhode Island Department of Education requirement for Elementary Education majors seeking certification in Early Childhood Education.

Prerequisite: EDC430 or EDC431.

1 credit.

ELC309: Early Childhood Methods for Elementary Education Majors

This course is designed to introduce students to the application of developmentally appropriate practice across the curriculum in Early Childhood education. The development of a thematic unit will integrate learning in all curriculum areas. The creation of learning centers utilizing diverse manipulatives will be a central focus. This course satisfies a Rhode Island Department of Education requirement for Elementary Education majors seeking certification in Early Childhood Education.

Prerequisite: EDC430 or EDC431.

3 credits.

ELC310: Language and Literacy

Guided by National Association for the Education of Young Children (NAEYC) standards and state 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. A field component provides students with an environment in which to practice the theory 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)

4 credits.

ELC311: Early Childhood Methods and Curriculum

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 state 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)

6 credits.

ELC314: Authentic Assessment

This course focuses on developmentally appropriate assessment in Early Childhood. Both standardized and teacher-made tools are evaluated. Students study norm and criterion-referenced measurements. Opportunities are provided to enable students to create rating scales and checklists to effectively assess progress. The components of portfolio assessment are studied in detail. Students create a portfolio of assessment tools designed to be used to complete a case study during Student Teaching.

Prerequisite: Acceptance into the Early Childhood Education program. (See Department Handbook)

3 credits.

ELC330: Practicum in Early Childhood

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 a head start for the student teaching process.

Prerequisites: ELC310 and ELC311 and acceptance to Student Teaching. (See Department Handbook)

3 credits.

ELC350: Parents/Teachers/Community

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 program. (See Department Handbook)

1 credit.

ELC431: Student Teaching at the Early Childhood Level

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. Professional portfolios are begun for use in the job search process.

Prerequisite: Acceptance to Student Teaching. (See Department Handbook)

12 credits.

ELC432: Student Teaching Seminar

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 Early Childhood program.

1 credit.

ELC480: Senior Partnership

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 goals/objectives 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.

Prerequisite: Successful completion of Student Teaching and the recommendation of the University supervisor. (See Department Handbook)

3 or 6 credits.

ELC490: Senior Seminar

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. A formal request for initial licensure in Rhode Island is made before a panel of professional educators. Completion of licensure and professional portfolios is achieved.

Prerequisite: Successful completion of Student Teaching.

3 credits.

ELC499: Independent Study

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.

3 credits.

Elementary Education Courses**EDC090: Substance Abuse: Prevention and Intervention in the School Setting**

This 1-credit course is designed to give elementary/ secondary education students a basic understanding of drug prevention and intervention for K-12 students in a school setting. A foundation of factual information about drugs, the disease of chemical dependency, the family dynamics of the disease, early identification skills for teachers and classroom intervention strategies will be presented.

1 credit.

EDC190: Teaching Physical Education and Health

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.

1 credit.

EDC200: Admissions Portfolio

This workshop will help students prepare the portfolio necessary for acceptance into the Elementary Education program.

Prerequisite: Sophomore standing.

1 credit.

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EDC201: Introduction to American Education

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, and concurrent enrollment in EDC 298.

*Prerequisite: Sophomore or higher standing.
3 credits.*

EDC203: Technologies in Education

This course has been developed to allow pre-service teachers the opportunity to investigate the use of technology in the learning process and become proficient in the use of microcomputers in a classroom environment. Students will examine the skills needed by the work force by 2010 and design instructional plans and strategies which use technology to foster the development of information processing skills. Students create competency-based portfolios composed of computer-generated materials and instructional designs, which support a project-based learning format and have been matched to the Rhode Island Beginning Teacher Standards.

*Prerequisite: Sophomore or higher standing.
3 credits.*

EDC220: Child and Adolescent Development, Learning, and Teaching: Theories and Applications

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.
4 credits.*

EDC298: Tutoring and Mentoring in a Multicultural Society I

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: Sophomore or higher standing.
1 credit.*

EDC299: Tutoring and Mentoring in a Multicultural Society II

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: Sophomore standing.

1 credit.

EDC300: Methods Portfolio

This workshop will help students prepare the portfolio necessary for acceptance into Student Teaching.

Prerequisite: Junior standing in Elementary Education program.

1 credit.

EDC305 Teaching Social Studies in Elementary School

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. 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: Acceptance into the Elementary Education program (See Department Handbook)

3 credits.

EDC316: Teaching the Fine Arts

This workshop deals with the basic theories of the fine arts (art, music, and drama) and the methodologies to teach them in the elementary classroom.

Preference given to juniors and seniors.

Prerequisite: Acceptance into the Elementary Education program. (See Department Handbook)

1 credit.

EDC320: Teaching Literacy and Language

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, delivery of a balanced literacy program with a focus on teaching phonemic awareness, phonics, fluency, 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.

Prerequisite: Acceptance into the Elementary Education program. (See Department Handbook).

6 credits.

EDC323: Teaching Mathematics and Science in the Elementary School

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 has been 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: Acceptance into the Elementary Education program. (See Department Handbook)
6 credits.

EDC330: Integrated Field Experience/Elementary Education

This elective course provides a 50-hour assignment to an elementary school where students gain an overview of elementary school curriculum and instruction.

Prerequisite: Minimum of two methods courses and acceptance into the Elementary Education program.
3 credits.

EDC399: Special Topics

This course offers in-depth study selected from areas of general current interest or need in the field of Education.

1-3 credits.

EDC430: Student Teaching at the Elementary School Level

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 individual 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.

Prerequisites: Acceptance to Student Teaching and concurrent enrollment in SED410. (See Department Handbook)
6 credits.

EDC431: Student Teaching at the Elementary School Level

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.

Prerequisites: Acceptance to Student Teaching. (See Department Handbook)
12 credits.

EDC432: Student Teaching Seminar

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 Department Handbook)

1 credit.

EDC491: Internship

Apart from the elective integrated field experience course in the junior year and the Student Teaching program in the senior year, an internship may be arranged in the field of education, either in or outside of the regular two-semester academic year. This internship is coordinated with the Career Development Center.

Prerequisite: Acceptance into the Elementary Education program. (See Department Handbook)

3 credits.

EDC499: Independent Study

This course permits individual students to examine in depth a subject area of their choice that may not be offered in the regular curriculum. The course objectives outline, and requirements for the topic selected must be arranged in advance and approved by both the Elementary Education program Director and the faculty member.

1-3 credits.

Special Education Courses**SED096: Autism: Characteristics and Overview**

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.

1 credit.

SED099: Learning Unlimited

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.

0-1 credits.

SED211: Introduction to the Characteristics of Students with Exceptionalities

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.

Field experience is required.

3 credits.

SED225: Language Development and Communication Problems of Children

This course studies processes in the development of language/communication in children. Techniques for enhancing language/communication development with children with

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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.

Field experience is required.

3 credits.

SED305: Curriculum, Methodology, and Assessment for Students with Mild/Moderate Disabilities in the Early Grades

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 – the IEP. Research-based instruction programs for teaching are examined. 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)

3 credits.

SED310: Curriculum, Methodology, and Assessment for Students with Mild/Moderate Disabilities in the Middle Grades

This course emphasizes curriculum, instructional methods, and assessment of students with mild/moderate disabilities at the middle school level. 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 Individualization 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)

3 credits.

SED330: Practicum in Special Education

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.

3 credits.

SED331: Assessment Procedures for Children with Disabilities

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.

Prerequisite: Acceptance into the Special Education program. (See Department Handbook)

3 credits.

SED332: Principles and Procedures for Behavior and Classroom Management

This course addresses the social/emotional and behavioral aspects of teaching and learning. Strategies for developing and managing classrooms, and enhancing the emotional standards of behavior, 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 Special Education program. (See Department Handbook)
3 credits.

SED350: Collaboration: Home, School, and Community

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)
3 credits.

SED370: Working with Young Children with Language and Literacy Challenges

This course explores the nature of the challenges young children encounter in their struggle to achieve success in language and literacy. Students will describe and analyze the nature of the difficulties struggling young children face as they begin their educational journey. They will identify developmentally appropriate approaches to assist these children and review programs for struggling learners. Issues related to teaching in diverse classrooms will be major focus.

Prerequisite: Acceptance into an Education program. (See Department Handbook)
3 credits.

SED380: Curriculum and Methodology for Special Needs Young Children

This course explores varied curriculum models and instructional methods for working in inclusive classrooms with young children with diverse learning needs. Modifications and accommodations to enhance student success across all school settings will be examined. Interventions and progress monitoring routines (executive functions) will be examined. Asperger spectrum disorders, as well as varied disabilities, will be studied.

Prerequisite: Acceptance into an Education program or Special Education minor. (See Department Handbook)

3 credits.

SED397: Sign Language I

This elective course provides students with an introduction to American Sign Language. Background information on hearing impairments is also presented.

3 credits.

SED398: Sign Language II

This elective course follows Sign Language I. Students further develop their skills in American Sign Language.

Prerequisite: SED397.

3 credits.

SED399: Special Topics

This course offers in-depth study selected from areas of interest or need in the field of Special Education.

1-3 credits.

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SED410: Student Teaching in Special Education

Student teaching is a full-time assignment under the supervision of a cooperating teacher and University supervisor. The setting is with an experienced teacher who has students with mild/moderate disabilities in grades K-8. The student will gradually assume full responsibility for teaching in the assigned program. The students are required to follow the calendar of the school to which they have been assigned while student teaching. A weekly seminar is required during which the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process. Students will produce a licensure portfolio by the end of the semester and be interviewed for recommendation for initial licensure.

Prerequisite: Acceptance to Student Teaching and concurrent enrollment in EDC430. (See Department Handbook)

6 credits.

SED411: Student Teaching in Special Education

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.

Prerequisites: Acceptance to Student Teaching. (See Department Handbook)

12 credits.

SED460: Senior Seminar: Action Research, Service Systems and Collaboration

In this seminar, Action Research serves as the foundation to investigate service delivery systems and instructional methodologies/strategies used with students in grades K-8 who have mild/moderate disabilities. Special Education policies and procedures are reviewed. Communication strategies to consult, collaborate, and problem-solve are explored.

Intensive field experience is required.

Prerequisite: Concurrent enrollment in SED410. (See Department Handbook)

3 credits.

SED499: Independent Study

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.

1-3 credits.

Secondary Education Courses

SCD200: Admissions Portfolio

This workshop will help students prepare the portfolio necessary for acceptance into the Secondary Education program.

Prerequisite: Sophomore standing.

1 credit.

SCD201: Introduction to American Education

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.

Prerequisite: Sophomore or higher standing and concurrent enrollment in EDC298.

3 credits.

SCD220: Adolescent Development, Learning, and Teaching: Theories and Applications

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 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 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 child development impacts instruction.

Prerequisite: Sophomore or higher standing

4 credits

SCD300: Methods Portfolio

This workshop will help students prepare the portfolio necessary for acceptance into Student Teaching.

Prerequisite: Junior standing in Secondary Education program.

1 credit.

SCD312: Teaching Reading in the Content Area

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.

Classroom field experience is required.

3 credits.

SCD320: Curriculum, Methods, and Assessment in the Middle and Secondary School

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 theory, curriculum planning, instructional methodology, and the 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

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models that encourage active student participation, enhance student self-worth, and energize student excitement in learning.

Prerequisite: Acceptance into the Secondary Education program. (See Department Handbook)
3 credits.

SCD321: Practicum for SCD320

In association with SCD320, students complete a practicum experience by spending time in secondary schools observing methodology and practices, reflecting on their connection to Standards, and beginning to assist in teaching.
1 credit.

SCD341: Practicum in Secondary Education

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. Students will apply teaching skills specific to their content area and develop a unit of study to implement during student teaching. 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. (See Department Handbook)
3 credits.

SCD355: Multicultural Education

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.
3 credits.

SCD399: Special Topics

This course offers in-depth study selected from areas of general current interest in the educational field.

1-3 credits.

SCD410: Classroom Management

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, instructional skills, and comfort level in the classroom.

Classroom field experience is required. Students are concurrently enrolled in SCD341: Practicum in Secondary Education to complete this required field experience.

(See Department Handbook)

3 credits.

SCD432: Student Teaching Seminar

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 Secondary Education program. (See Department Handbook)

1 credit.

SCD441: Secondary Student Teaching

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 middle or high school levels. 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)

12 credits.

SCD491: Internship

Apart from the practicum experience year and the student teaching experience in the senior year, an internship may be arranged in the field of education, by majors in secondary education, either in or outside the regular two-semester academic year.

This internship is coordinated with the Career Development Center.

3 credits.

SCD499: Independent Study

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 must be submitted in advance, and must receive approval of the department Chair, program coordinator, and supervising teacher.

1-3 credits.

Title II

The University reports educational statistics in accordance with the provisions of Title II of the Higher Education Act (HEA) 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.



English

Department Chair: Donna Harrington-Lueker, Ph.D.

Through the study of literature and communications, students in the Department of English refine and develop their 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.

Guided by a highly qualified and dedicated faculty, and in the context of the Catholic liberal arts tradition, students engage intellectually with important literary themes, cultures, and genres. They also learn to appreciate the aesthetic, moral, and intellectual values of literature and communications studies; enrich their critical thinking skills; and develop practical skills in academic research and the effective use of language.

English Major (B.A.)

Students majoring in English may choose a concentration in Literature, Communications, or Literature/Secondary Education. Minors in Literature, Communications, and Film are also available.

The Literature concentration offers students the opportunity to develop an appreciation of the cultural heritage of American and British literature; 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 concentration 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 theoretical and practical foundation for students who plan careers in newspapers and magazines, public relations, new media, book publishing, and related fields.

Majors are required to maintain a C+ average in English Department courses.

www.salve.edu/departments/eng/

ENGLISH

The English Department is a partner in the Interactive Communication Technology major, offering required courses that support this Interdisciplinary Major.

Major in English: Concentration in Literature

Double Major in English Literature/Secondary Education

(15 courses/45 credits)

Foundation Courses (15 credits):

ENG210: Myth and Symbol	3
ENG247: Intro to Literary Theory and Criticism	3
ENG325: Studies in Shakespeare	3
ENG489: Critical Writing and Research	3
ENG490: Senior Thesis	3

Two Courses in American Literature (6 credits):

ENG213: The American Literary Renaissance	3
ENG214: Realism and Naturalism in 19th-Century American Literature	3
ENG215: Elements of Modernism in 20th-Century American Literature	3

Three Courses in British Literature (9 credits):

ENG226: British Literature from Beowulf to Everyman	3
ENG227: Literature of the English Renaissance from Wyatt to Marvel	3
ENG228: The Romantic Revolution	3
ENG229: Victorians: Eminent and Otherwise	3
ENG230: British Modernism and the End of Empire	3

World Literature (3 credits):

ENG345: Studies in World Literature	3
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Four Additional Literature or Writing Courses (12 credits):

ENG205: Contemporary Global Literature	3
ENG251: Creative Writing: Poetry	3
ENG252: Creative Writing: Fiction	3
ENG281: Advanced Composition (Required of Secondary Education Majors)	3
ENG303: History of the English Language	3
ENG341: Film and Literature	3
ENG356: World Cinema	3
ENG327: Young Adult Literature (Secondary Education Majors Only)	3
ENG398: Special Topics in Literature	3
ENG410: British and American Novels after 9/11	3
ENG450: Advanced Studies in Shakespeare	3
ENG499: Independent Study	3

English Communications Major

(15 courses/45 credits)

Foundation Courses (15 credits):

ENG210: Myth and Symbol	3
ENG265: Media and Culture	3
ENG325: Studies in Shakespeare	3

ENG489: Critical Writing and Research.....	3
ENG490: Senior Thesis.....	3
Seven Additional Required Courses (21 credits:)	
ENG271: Introduction to News Writing and Reporting.....	3
ENG272: Advanced News Writing and Reporting.....	3
ENG357: Editing for Publication.....	3
ENG371: Magazine Feature Writing.....	3
ENG397: Special Topics in Film.....	3
or ENG398: Special Topics in Communication.....	3
ENG452: Writing and Editing for New Media.....	3
ENG491: Internship.....	3

Three Electives (9 credits):

ENG251: Creative Writing: Poetry.....	3
ENG252: Creative Writing: Fiction.....	3
ENG281: Advanced Composition.....	3
ENG341: Film and Literature.....	3
ENG353: Public Relations.....	3
ENG356: World Cinema.....	3
ENG397/399: Additional Special Topics Courses in Communications or Film.....	3
Any English Literature Course at the 210-level or above required of English Literature majors.....	

Minors

Students minoring in English can select from three options: Literature, Communications, or Film. A minimum of six courses (18 credits) is required.

Minor in English Literature

ENG247: Introduction to Literary Theory and Criticism.....	3
ENG325: Studies in Shakespeare.....	3
Four additional literature courses (12 credits), above ENG210 and chosen in consultation with the student's advisor	

Interdisciplinary Minor in Film

Required courses:

ART102: Art, Film and Society.....	3
ENG253: History of Cinema.....	3
ENG496: Film Theory.....	3

Three additional courses from the following:

ENG341: Film and Literature.....	3
ENG356: World Cinema.....	3
ENG397: Special Topics in Film.....	3
ADJ351: American Prisons in Film and TV.....	3
SPA399: Contemporary Spanish Cinema.....	3
THE401: Acting for Television and Film.....	3
Special topics and other film-related courses in other departments (e.g., digital film-making in the Art Department, film courses that draw from other content areas; students must consult with the English Department chair to exercise this option).....	

Minor in English Communications

ENG265: Media and Culture3
ENG271: Introduction to News Writing and Reporting3
ENG272: Advanced News Writing and Reporting.....3
ENG357: Editing for Publication.....3
Two electives (6 credits) in writing or communications, chosen in consultation with the student’s advisor.

ENG150: What it Means to Be Human

Common Core Requirement; all students must complete this course.

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.

3 credits.

ENG201: Literary Masterpieces

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.

3 credits.

ENG205: Contemporary Global Literature

Core Complement Course in Literature

What makes a text “global”? Is it the author, the subject matter, the themes? And what makes a text quintessentially American or Egyptian or Indian or African? In this course students will explore a number of these issues as they engage with some of the most significant authors writing today. Authors could include Salman Rushdie, Ohran Pamuk, Isabel Allende, Edwidge Danticat, Ian McEwan, Michael Ondaatje, and Arundhati Roy. The class also considers the literary and rhetorical qualities of the works read.

3 credits.

ENG210: Myth and Symbol

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, which has been the most influential in the development of Western culture. A close study of traditional folk and fairy tales follows. The course also works with such densely symbolic modern works as Lewis Carroll’s *Alice in Wonderland* and T.S. Eliot’s *Waste Land*.

Foundation Course Required of All English Majors.

3 credits.

ENG213: The American Literary Renaissance

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.

3 credits.

ENG214: Realism and Naturalism in 19th-Century American Literature

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, Chestnutt, DuBois, Chopin, and Wharton.
3 credits.

ENG215: Elements of Modernism in 20th-Century American Literature

Core Complement Course in Literature

In response to two world wars, advancements in technology, and new theories of psychology, 20th-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. Authors may include O'Neill, Steinbeck, Hurston, Wright, Fitzgerald, O'Connor, Bellow, Vonnegut, and Albee.

3 credits.

ENG226: British Literature from Beowulf to Everyman

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 Gower, Langland, Chaucer and the Pearl Poet; and the mystery cycle plays and moralities.

3 credits.

ENG227: Literature of the English Renaissance from Wyatt to Marvel

Authors studied in this course may include the poets Wyatt, Surrey, Sidney, Spenser, Shakespeare, Donne, Herbert, Crashaw, Milton, and Marvel, along with the dramatists Marlowe, Jonson, and Webster.

3 credits.

ENG228: The Romantic Revolution

Core Complement Course in Literature

This course explores the revolutionary theories and poetic forms of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats along with the economic, social, and personal themes of Barbauld, Robinson, Wollstonecraft, and Austen.

3 credits.

ENG229: The Victorians: Eminent and Otherwise

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 Browning, Tennyson, Dickens, Bronte, Ruskin, Eliot, Arnold, Rossetti, Hopkins, Wilde, and Shaw.

3 credits.

ENG230: British Modernism and the End of Empire

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. Authors may include Joyce, Woolf, Lawrence, Drabble, Murdoch, McEwan, Osborne, Pinter, Beckett, Eliot, Owen, Auden, Larkin, and Hughes.

3 credits.

ENG243: Children's Literature

This course is designed to provide education majors with 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. Standards for the selection of books will be considered. Writing is an integral component. Book reviews, learning logs, and an author report are developed in depth.

3 credits.

ENG247: Introduction to Literary Theory and Criticism

Core Complement Course in Literature

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.

Foundation Course Required of All English Literature Majors.

3 credits.

ENG251: Creative Writing: Poetry

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.

3 credits.

ENG252: Creative Writing: Fiction

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.

3 credits

ENG253: History of Cinema

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.

3 credits.

ENG254: Writing for Professionals

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.

3 credits.

ENG265: Media and Culture

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.

Foundation Course Required of All English Communications Majors.

3 credits.

ENG271: Introduction to News Writing and Reporting

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.

Prerequisite: ENG150.

3 credits.

ENG272: Advanced News Writing and Reporting

This course builds on the skills learned in the introductory course. Students explore more complicated stories; cover events and issues in the community; and begin to explore techniques for writing feature stories and opinion pieces. They also have the opportunity to explore more specialized stories, such as sports and consumer reporting, and to refine their writing style.

Prerequisite: ENG271.

3 credits.

ENG281: Advanced Composition

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.

Required of All English/Secondary Education Majors.

3 credits.

ENG303: History of the English Language

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.

3 credits.

ENG325: Studies in Shakespeare

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.

Foundation Course Required of All English Majors.

3 credits.

ENG327: Young Adult Literature

This course focuses on those works of literature that have been identified as especially

pertinent to the experience of young adults in a variety of cultures and times. Of particular importance to the English/Secondary Education major, this course also considers standards for the selection of books in the high school curriculum.

3 credits.

ENG341: Film and 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.

3 credits.

ENG345: Studies in World Literature

Core Complement Course in Literature

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 19th-century European novels of Flaubert, Tolstoy, and Dostoevsky and the contemporary bestsellers of Isabel Allende and Dai Sijie.

3 credits.

ENG353: Public Relations

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.

Prerequisites: ENG271 and 272.

3 credits.

ENG356: World Cinema

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.

3 credits.

ENG357: Editing for Publication

Topics covered in this class include grammar and mechanics; copy editing and proofreading; working with writers and commissioning articles; and editing for structure, style, and content. Students are introduced to the many legal and ethical issues facing editors of newspapers, magazines, books, and online sites, and to basic principles of page design and layout for magazines and newspapers.

Prerequisites: ENG271 and ENG272 or permission of the instructor.

3 credits.

ENG371: Magazine Feature Writing

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. Readings for the class may include the works of such well-known magazine writers as Tom Wolfe, Hunter S. Thompson, Susan Orlean, Sebastian Junger, and Gay Talese.

Prerequisites: ENG271 and ENG272.

3 credits.

ENG374: Advertising

Students will develop skills in analyzing advertisements. Formulas for developing the messages used in consumer, trade, and institutional advertising will be discussed; factual and imaginative approaches for print and broadcast media will be studied.

3 credits.

ENG397: Special Topics in Film

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).

3 credits.

ENG398: Special Topics in Literature

This seminar will provide the advanced student the opportunity to study a particular author, period, genre, or topic. Topics for the period covered by this catalog may include the following: The Novels of Austen, Bronte, and Glaskell

Modern Irish Writers

Restoration Literature

Chaucer

Female Novelists of the Arab World

3 credits.

ENG399: Special Topics in Communications

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; censorship; the media go to war; crisis communications; and media research methods.

3 credits.

ENG410: British and American Novels after 9/11

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. Authors may include Barnes, Amis, Atwood, Bruckner, DeLillo, Roth, Russo, and Messud.

3 credits.

ENG412: Seminar in Major Authors

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, Chaucer, Milton, Pope and Swift, Dickens, or Austen.

3 credits.

ENG450: Advanced Studies in Shakespeare

Designed for students with a demonstrated command of Shakespearean studies, this seminar relies heavily on individual research and readings of critical articles, both of which will be reported on a regular basis for class discussion. Among the approaches that may be taken during a given semester are these: Shakespeare's "problem plays"; prompt-book studies of individual plays; a survey of Shakespearean criticism from the Restoration to the present; the merits of film adaptations such as Kurosawa's *Throne of Blood*, based on *Macbeth*, and Julie Taymor's *Titus*. The course culminates in the oral presentation and

defense of a major research paper.

Prerequisites: ENG325 and permission of the instructor.

3 credits.

ENG452: Writing and Editing for New Media

This course emphasizes the skills needed for writing, editing, and producing online content. Topics typically include multimedia storytelling; blogs; social networking and other Web 2.0 technologies. While the emphasis of the course is writing and editing, students will also learn to edit audio and video; to prepare photographs for web use; and to use web design software.

Prerequisites: ENG371 or permission of instructor.

3 credits.

ENG489: Critical Writing and Research

An intensive preparation for research-based and in-depth writing projects, this course provides students with opportunities to improve their skills in research methods and to refine their writing style.

Foundation Course Required of All English Majors.

Prerequisite: Senior English major.

3 credits.

ENG490: Senior Research/Seminar

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.

Foundation Course Required of All English Majors.

Prerequisite: ENG489.

3 credits.

ENG491: Internship

Interns work under supervision at local and area newspapers and magazines, public relation firms, advertising agencies, and television and radio stations.

Prerequisite: Cannot be taken for credit prior to the summer between the student's junior and senior years.

3 credits.

ENG496: Film Theory

Concentration on film theory either as a general overview or focus on certain theoretical approaches, such as auteur studies, genre, realism/formalism, postmodernism, Marxism, feminism, spectatorship, and post-colonialism.

Prerequisites: Two other courses in film and film studies OR permission of the instructor.

3 credits.

ENG499: Independent Study

Students with compelling reasons may participate in independent study under the direction of a member of the English faculty.

Students must apply to the department chair.

3 credits.

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 up to level four, EAP104, regardless of initial placement. Students may also be required to complete EAP111 and/or 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

Core Complement Course in Foreign Languages

The focus of this course is to strengthen students' English language skills, primarily in listening, speaking and grammar; 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 assignments for EAP105: Applied ESL Lab. This course is open to undergraduate students who are non-native speakers of English.

*Note: Lab required (EAP 105). Prerequisite: TOEFL score between 500 and 550 (paper-based test), 173-213 (computer-based test), and 61-80 (Internet-based test).
3 credits.*

EAP104: Advanced Communication Skills*Core Complement Course in Foreign Languages*

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 for EAP106: Applied ESL Lab. This course is open to undergraduate students who are non-native speakers of English.

Note: Lab required (EAP106).

Prerequisite: TOEFL score between 500 and 550 (paper based test), 173-213 (computer-based test), and 61-80 (Internet-based test).

3 credits.

EAP105-106: Applied ESL Lab

This course serves as a lab component of the EAP program and focuses on practically using language concepts and skills discussed in EAP courses as well as strengthening overall fluency in English. The Lab consists of four weekly-required components: academic tutoring appointments, conversation partner interactions with a native speaker of English, online grammar lab, and listening/speaking activities.

1 credit each.

EAP111: Academic Research and Writing

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. Individual work with a tutor in the EAP program or at the Writing Center and regular appointments with the instructor are strongly recommended.

3 credits.

EAP112: Academic Writing in the Disciplines

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. Individualized work with a tutor in the EAP program or at the Writing Center and regular appointments with the instructor are strongly recommended.

Prerequisite: ESL111 or permission of the ESL Coordinator.

3 credits.

EAP399: Special Topics

1-3 credits.

General Studies Courses

General Studies courses derive from the Studium Generale of the Medieval Universities. At Salve Regina University they include a variety of courses that transcend or integrate the usual discipline-based courses, and 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

The New Student Seminar is a one-credit course designed to help students develop the skills and attitudes, academic and social, which are crucial to becoming a successful college student and a contributor to one's community. An instructor and a mentor are assigned to each student to explain academic programs, courses, requirements, and the resources and support services available. All first year students will share a common learning experience that is comprised of academic assignments, service learning projects, and special events. Registration in the New Student Seminar is required of all students entering Salve Regina University at freshman standing. Transfer students will be enrolled in a transfer section of the New Student Seminar.

A Wellness Model will be used to introduce students to and keep students connected to Salve Regina University, the Newport community, and their area of academic interest. The components of this model include wellness issues in the following areas: intellectual, spiritual, emotional, social/cultural, physical, and life planning. Students will be encouraged to explore each of these areas to develop as lifelong, holistic learners.

1 credit

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. 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 accomplished in the New Student Seminar. Completion of the 10 hours of service must be

GENERAL STUDIES

documented in the Office of Community Service. The inclusion of GST111 on the student transcript indicates the completion of this graduation requirement.

No credit.

GST130: Mentor Practicum

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.

1 credit

GST140-GST141: Resident Advisor Training I-II

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

1 credit each.

GST150: Portal: Seeking Wisdom

Common Core Requirement - All students must complete this course

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.

3 credits.

GST300: Study Abroad

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.

12 credits.

GST399: Special Topics

1-3 credits.

GST450: Capstone Experience: Living Wisdom, Contemporary Challenges

Common Core Requirement - All students must complete this course

As the capstone of this University's Core Curriculum, this course 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.

Prerequisite: PHL220 and RST210, senior standing.

3 credits.

One-Credit Workshops

GST084: Tutoring in the Disciplines: A Workshop for ADC Subject Tutors

GST085: Pell Center Program Associate

GST086: Issues in International Relations

GST087: Remembering Rwanda



History

Department Chair: John Quinn, Ph.D.

The Department promotes knowledge and understanding of the modern world by analyzing contemporary developments and surveying their cultural and historical antecedents. The Department focuses on American and European history but also offers courses treating non-Western areas so that students may achieve a practical understanding of modern realities and develop the attitudes and values necessary for life in the present multinational and multicultural world.

A Bachelor's degree in History is one of the most practical majors in the Liberal Arts. Its training in analysis, organization, writing and research provides the skills necessary for graduate work, and for a variety of careers in such fields as government, law, business, museum studies, education, publishing, and journalism. University graduates of the early 21st century should expect to have several different jobs during their lifetimes, and history's comprehensive nature ensures a proper foundation for each.

There are no prerequisites for history courses except for the HIS390 and HIS490 capstones. Levels reflect degree of difficulty and work demands. HIS110 is offered every semester. Other 100-level courses and 201 and 202 are offered in alternating semesters; 200-level and above are offered every fourth semester. HIS313 is offered every fall.

Students may apply three history courses in transfer to a History major, and two to a History minor at the University.

Majors and minors are required to maintain a grade point average of at least 2.0 in History courses.

HISTORY

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 CHP course (37 credits).

Required courses:

HIS111: Interpretations of American History to 1877	3
HIS112: Interpretations of American History 1877-present	3
HIS390: Historical Research Methods	3
HIS490: Senior Seminar.....	4
One non-Western history elective.	
One of the following: CHP201, CHP/APG222, CHP/APG251, CHP261.	

European History Concentration

Required courses:

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:

Four of the following (12 credits): At least one of the four courses must be at the 400-level.

HIS313: American Immigrant Experience	3
HIS316: Economic America	3
HIS322: 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 credits).

One European History elective (3 credits).

Seminar paper on an American History topic.

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	
HIS111: Interpretations of American History to 1877	
HIS112: Interpretations of American History since 1877	
HIS390: Historical Research Methods	
HIS490: Senior Seminar	
CHP090: Historic Preservation Conference	
Two of the following American History courses: (6 credits)	
HIS313, HIS316, HIS322, HIS340, HIS403, HIS415.	
Two of the following European History courses: (6 credits)	
HIS202, HIS306, HIS308, HIS309, HIS310, HIS311, HIS312.	
One of the following Non-Western courses: (3 credits)	
HIS332, HIS333, HIS334, HIS336.	

One additional American, European or non-Western class at the 200-level or above (3 credits). Seminar paper on an American or European history topic.

Minor in History

Students completing a minor in History take a minimum of six courses (18 credits). Required courses:

HIS111: Interpretations of American History to 18773
 or HIS112: Interpretations of American History 1877 to present3
 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.

Courses

HIS103: Western Civilization I: 500 B.C.-1500 A.D.

Core Complement Course in Social Sciences

Covers political, religious and intellectual developments in Ancient Greece, Rome and Medieval Europe.

3 credits.

HIS104: Western Civilization II: 1500-present

Core Complement Course in Social Sciences

Covers political, intellectual and religious developments in Western Europe from the Reformation through the fall of the Berlin Wall.

3 credits.

HIS110: Survey of American History

Core Complement Course in Social Sciences

A general introduction to the origins, development, and present status of life in the United States. Consideration is given to the structure, processes, and major issues in both their historical perspective and contemporary importance.

3 credits.

HIS111: Interpretations of American History to 1877

Core Complement Course in Social Sciences

An examination of traditional viewpoints and newer perspectives of selected episodes in American history from 1600 to 1877. Diverse readings are used to underscore the thesis that history necessarily has multiple interpretations.

3 credits.

HIS112: Interpretations of American History 1877-Present

Core Complement Course in Social Sciences

An examination of traditional viewpoints and newer perspectives of selected episodes in American history from 1877 to the present. Diverse readings are used to underscore the thesis that history necessarily has multiple interpretations.

3 credits.

HIS201: Europe 1789-1914

Analysis of political, intellectual, and cultural developments in western Europe from the start of the French Revolution until the outbreak of World War I.

3 credits.

HISTORY

HIS202: Europe 1914-1990s

Analysis of the major political, military, and intellectual developments in Europe since World War I. Special emphasis is placed on the totalitarian movements that have threatened Europe for most of the 20th century.

3 credits.

HIS/CHP225: Introduction to Public History

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.

3 credits.

HIS/AST251: Sport in America

This course surveys the origin of sports in America and its evolution to the position it occupies in American society today. It seeks to ascertain when, where, why and how sport became such an important aspect of American life and identity. References to sport in other nations will be made, though emphasis will be placed on the major sports and sporting events that flavor American culture.

3 credits.

HIS297: Special Topics in European History

These intermediate-level courses are offered when interest is generated and departmental resources are available.

3 credits.

HIS298: Special Topics in Non-Western History

These intermediate-level courses are offered when interest is generated and departmental resources are available.

3 credits.

HIS299: Special Topics in American History

These intermediate-level courses are offered when interest is generated and departmental resources are available.

3 credits.

HIS/RTS300: Religious History of Newport

This course will examine the rich and diverse history of the many religious groups that have settled in Newport over the past three hundred and seventy years. This course will combine classroom presentations with visits to sites of historical and religious significance in Newport and Aquidneck Island. Particular attention will be 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.

3 credits.

HIS306: Modern Germany

Concentration 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 Hitler and the World War II era.

3 credits.

HIS308: Modern France

Consideration of 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.

3 credits.

HIS309: Modern Russia

Concentration 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.

3 credits.

HIS310: Modern England

Consideration of 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.

3 credits.

HIS311: Modern Ireland

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.

3 credits.

HIS312: Modern Italy

Consideration of 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.

3 credits.

HIS313: American Immigrant Experience

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.

3 credits.

HIS316: Economic America

A survey of the organization, development, and effects of the American economic achievements. Emphasis is placed upon the analysis of the roles of economic factors in our social and political life. Economic developments of the contemporary world are surveyed for their impact on the American scene.

3 credits.

HISTORY

HIS/AST321: America's Civil War

This course reviews the causes of the Civil War, selected battles and the resulting reaffirmation and extension of America's political principles, in order to illuminate the nation's potential for difference, conflict and political resolution. Topics include states' rights vs. union, *Uncle Tom's Cabin*, Antietam, Chancellorsville and Gettysburg, the *Emancipation Proclamation*, and the 13th, 14th and 15th Amendments to the Constitution.
3 credits.

HIS322: Urban America

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.
3 credits.

HIS/POL324: American Political Thought

A survey of American political development from its origins in English liberalism to the progressive humanism of the 20th century. By examining material from political and historical sources, this course investigates the dominant ideas of each epoch and the value systems which underpin them.
3 credits.

HIS/POL331: Contemporary Latin America

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.
3 credits.

HIS/POL332: Contemporary Middle East

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.
3 credits.

HIS/POL333: Contemporary Africa

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.
3 credits.

HIS/POL334: Contemporary East Asia

This study focuses on nations of East Asia in the context of their cultural/historical backgrounds and their response to Western impact. China and Japan receive special emphasis, with a concentration on developments since 1945.
3 credits.

HIS336: Vietnam War

The Vietnam War will be 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.
3 credits.

HIS/MSL340: History of Warfare

A survey of America's wars from the Colonial Era to the present, covering their impact on the national and international scene. The course also examines the attitudes of the American people toward its armed forces, and the American style of waging war.

3 credits.

HIS390: Historical Research Methods

This course examines the scholarly approaches that leading historians have taken to their craft. Students also learn to conduct original research using a variety of sources (archival, library and electronic). Working together with a faculty advisor, students select their thesis topic for the Senior Seminar (HIS490) and begin working on it.

Open to History majors with junior standing.

3 credits.

HIS397: Special Topics in European History

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

3 credits.

HIS398: Special Topics in Non-Western History

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

3 credits.

HIS399: Special Topics in American History

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

3 credits.

HIS403: Modern America

The national experience from the 1940s. A survey of 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.

3 credits.

HIS/POL415: Modern American Foreign Policy

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.

3 credits.

HIS/POL422: American Presidency

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.

3 credits.

HISTORY

HIS490: Senior Seminar

Seminar discussions on the meaning and utility of history. Directed research culminating in thesis development, its public presentation, and defense.

Prerequisite: permission of department Chair.

4 credits.

HIS491: Internship

Students work for a staff member at a local historical society, library or museum on one or more projects and complete a research paper on some facet of Newport history.

The internship is open to junior and senior History majors with the permission of the advisor.

3 credits.

HIS499: Independent Study

3 credits.

Interactive Communication Technology

Coordinator: Bert Emerson, M.A.T.

The Interactive Communication Technology major is an interdisciplinary program that offers study in interactive technologies exploring the impact and diversity of the computer as an interactive communication tool. This program brings together several departments (primarily Art and English) in a comprehensive approach to visual and verbal communication using computer technology as the common link. Courses examine the communication process and its elements. This combination lays a foundation for diverse experiences in thinking critically, speaking effectively and communicating visually, with an emphasis on developing conceptual, aesthetic and technical skills in the production of computer generated media.

Major in Interactive Communication Technology (B.A.)

Students completing a major in Interactive Communication Technology take a minimum of 16 courses (47 credits), designed to blend creative problem-solving with visual, written and auditory communication. All prospective ICT majors are required to participate in a comprehensive portfolio review before admission to the major. ICT seniors concentrate on developing a creative interactive Senior Thesis project as well as a culminating digital portfolio. A 2.7 GPA in ART/ICT is required to maintain status as an ICT major.

ART091: Freshman Studio Seminar.....	1
ICT100: Creativity and Technology.....	3
ICT210: Multimedia Communication with Flash.....	3
ICT310: Visual Perception and Web Systems with Dreamweaver and Fireworks.....	4
ICT311: Concentrated Studies: Interactivity.....	3
ENG265: Media and Culture.....	3
ENG271: Introduction to News Writing and Reporting.....	3
ISM201: Principles of Application Programming.....	3
ART131: Drawing I.....	3
ART206: Art History Survey II: Renaissance Through Early 20th Century Art.....	3
or ART213: Impressionism to Pollock.....	3
ART241: Graphic Design I.....	3
ART261: Photography I: A Mirror of Reality.....	3
ART304: Design and the 20th Century.....	3
ART440: Senior Thesis Seminar (two semesters).....	3, 3
One studio art elective (3 credits).	

www.salve.edu/departments/ict/

Minor in Interactive Communication Technology

Students completing a minor in Interactive Communication Technology take eight courses (25 credits). Required courses:

ICT100: Creativity and Technology.....3
ICT210: Multimedia Communication with Flash3
ICT310: Visual Perception and Web Systems with Dreamweaver and Fireworks4
ICT311: Concentrated Studies: Interactivity.....3
ENG265: Media and Culture3
ART131: Drawing I3
ART241: Graphic Design I3
ART206: Art Survey II: Renaissance Through Early 20th Century Art.....3
or ART213: Impressionism to Pollock.....3

Courses

ICT100: Creativity and Technology

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. *3 credits.*

ICT210: Multimedia Communication with Flash

With computer systems proliferating in daily life (from automatic bank tellers to visual encyclopedias, from information kiosks to technical manuals) the computer screen plays an increasingly important role in helping people organize and access information. The interaction of image, sound and the dynamics of motion, are some of its unique qualities. Explorations include critical aspects and the process for designing interactive experiences. Questions of content, audience, methods of navigation, types of interaction, technical options and limitations, and development of visual language are examined.

Prerequisite: ICT100.

3 credits.

ICT310: Visual Perception and Web Systems with Dreamweaver and Fireworks

This introductory web development course will study visual systems and usability requirements for viable Internet experiences. Students start by studying web coding to WYSIWYG web creation tools. Students build “real world” experiences working with organizations off campus providing updateable Web sites. Topics include concept, story-boarding, navigation, XHTML, accessibility, testing, color palette, and bandwidth. This course addresses issues for various contexts and audiences with a service-learning component.

Prerequisite: ICT100.

4 credits.

ICT311: Concentrated Studies: Interactivity

This is an advanced studio class where the emphasis will be placed on a concentrated topic. Primarily these subjects are associated with specific interactive technologies, such as the design for: CD-ROM programs, DVD menus, handheld devices, information appliances, web accessibility, initiatives, gaming, 3-D modeling, etc. Since there are numerous aspects to interactive design, topics will vary each time the course is offered. This course may be taken more than once for different topics.

Prerequisites: ICT100.

3-9 credits.

International Studies

Director: George P. Antone, Ph.D.

The B.A. degree in International Studies offers capable and motivated students the opportunity to design an interdisciplinary major tailored to their unique academic and creative interests. The key rationale for this approach is the observation that the issues and problems confronting our society and world are not defined by disciplinary boundaries or by national borders; understanding comes through the integration of knowledge.

The major consists of 30 semester hours, including two interdisciplinary seminars, one in the spring of the sophomore year (3 credits), a second in the spring of the junior year (3 credits) and a directed research project/thesis (3 credits) during the senior year.

The program of study will be designed in consultation with advisors in the Office of International Programs. The approved program will ensure that the range and number of courses required will be available and possible to complete in the time available. The advisors will guide students to develop a coherent and balanced major that takes advantage of the breadth of knowledge across traditional disciplines, while focusing on a specific topic. Topics can be historical, regional, thematic or problem-focused. Requirements include at least one semester of study abroad.

The opportunity to pursue an International Studies major is limited to students in the first two years of study at Salve Regina who have completed not more than 48 semester hours of credit. Ideally, the development of the course of study is completed in the second semester of the freshman year. Students majoring in other areas may wish to consider International Studies as a second major. Applicants must have a minimum cumulative grade point average of 2.75 for admission and continuation in the program.

Major in International Studies (B.A.)

Required International Studies foundation courses:

INS200: Introduction to International Studies.....	3
INS310: Seminar in International Studies	3
INS400: Senior Thesis.....	3

Study Abroad Semester:

INS300: Study Abroad Semester	12-15 credits
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INTERNATIONAL STUDIES

Required Concentration and Interdisciplinary courses:

In consultation with advisors in the Office of International Programs, INS majors are required to develop an area of concentration and a course of study that will be drawn from a minimum of three academic disciplines. This is to be completed and approved before the end of the sophomore year.

Three courses in single discipline for a total of 9 credits:

Approved concentration course.....	3
Approved concentration course.....	3
Approved concentration course.....	3

One course each from two additional disciplines for a total of 6 credits:

One approved course in a second discipline	3
One approved course in a third discipline.....	3

Minor in International Studies

Students completing the International Studies minor are required to complete 18 credit hours, including INS200: An Introduction to International Studies (3) and a minimum of one semester abroad (15 credit hours). INS200 must be completed prior to study abroad. The semester abroad must be designed in consultation with advisors in the Office of International and Multicultural Programs and must include courses from three separate disciplines. A 2.75 GPA is required for admissions and continuation in the program.

International Studies Courses

INS200: Introduction to International Studies

This course will introduce students to interdisciplinary work by examining international issues from the methodological perspectives of politics, economics, and history. The course will also study international developments from the standpoint of nationality, ethnicity, gender and institutionalized religion.

Prerequisite: Sophomore INS majors or minors.
3 credits.

INS300: Semester Study Abroad

Study abroad in an approved program may be taken in either the fall or spring of the junior year (fall recommended).

Prerequisite: INS200 and approved plan of study.
3 credits.

INS310: Seminar in International Studies

Advanced study and research methodologies in preparation for the Senior Thesis. This course will focus on the development of a thesis topic for INS400.

Prerequisite: INS200.
3 credits.

INS399: Special Topics

This course offers in-depth study selected from areas of general current interest in the field of international studies.

3 credits.

INS400: Senior Thesis

Directed research and writing of the senior thesis. Thesis topic must be approved by the International Studies advisor no later than the conclusion of the preceding semester.

Prerequisite: INS310.

3 credits.

INS499: Independent Study

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.

Open to International Studies majors only.

3 credits.

One-Credit Workshops

INS088-089: Special Topics Workshops

Workshops will be scheduled to address issues and topics relevant to international studies and study abroad.



Mathematical Sciences

Department Chair: Carol Gibbons, 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 according to Mathematical Sciences Department placements, which are based on their mathematical background.

MATHEMATICAL SCIENCES

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. 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
MTH411-412: Analysis I and II	3, 3
MTH415: Geometry	3
MTH421: Abstract Algebra	3
STA341-342: Statistical Theory I and II	3, 3
CMP201: Scientific Programming	3
PHY201-202: 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

MTH105: Mathematics for Early Childhood Educators

This course is open only to majors in Early Childhood Education. Topics include sets, arithmetic operations, geometry, number systems, and problem-solving.

3 credits.

MTH117: Pre-calculus

In this course students investigate such topics as the function concept and the use of functions as mathematical models; polynomial, rational, exponential, logarithmic, and trigonometric functions.

3 credits.

MTH130: Quantitative Methods for Business

This course teaches selected mathematical tools and techniques for the analysis of business problems and as aids in decision-making. Exponential, trend-adjusted, and seasonal forecasting are taught. Expected-value decision-making, break-even analysis, linear equations and linear programming are covered. Quantitative financial concepts such as interest, discounts, annuities, and present value analysis are included.

3 credits.

MTH170: Concepts in Mathematics

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.

3 credits.

MTH191: Applied Calculus I

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: MTH117 or equivalent or high school Algebra II with placement.

3 credits.

MTH192: Applied Calculus II

This course is a continuation of MTH191 and covers additional topics in integral calculus, modeling with calculus, and differential equations.

Prerequisite: MTH191 or equivalent.

3 credits.

MTH200: Discrete Mathematics

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.

3 credits.

MTH201: Calculus I

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.

Prerequisite: MTH117 or equivalent.

3 credits.

MTH202: Calculus II

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.

3 credits.

MTH203: Calculus III

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.

3 credits.

MTH300: Linear Algebra

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.

3 credits.

MTH301: Differential Equations

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.

3 credits.

MTH399: Special Topics

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.

1-3 credits.

MTH411-412: Analysis I, II

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.

3 credits each.

MTH415: Geometry

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.

3 credits.

MTH421: Abstract Algebra

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.

3 credits.

MTH491: Internship

3 credits.

MTH499: Independent Study

3 credits.

Statistics Courses**STA201: Statistical Methods**

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.

3 credits.

STA341: Statistical Theory I

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.

3 credits.

STA342: Statistical Theory II

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.

3 credits.

Computational Science Courses**CMP200: Introduction to UNIX**

This course provides an introduction to UNIX and a desktop. Students learn how to log in and log out, bash shell commands, navigate the directory tree, manipulate files, create and delete files and directories, backup and restore user files and directories, set permissions on files and directories, customize the user environment, use basic network commands and programs, search directories and files, list and selectively terminate user processes, and write and execute shell scripts.

1 credit.

CMP201: Scientific Programming

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.

3 credits.

CMP301: Scientific Computation

This course provides an introduction to numerical analysis and scientific computation. Topics include nonlinear equations, linear systems, interpolation and curve fitting, numerical differentiation and integration, numerical solution of differential equations, approximation of functions, and models of computation on serial and parallel computers.

Prerequisites: CMP201, MTH202, and MTH300.

3 credits.

Modern and Classical Languages

Department Chair: Jane H. Bethune, 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
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
FRN405: History of the French Language	3

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 same nine required courses for the French major listed above, plus FRN308: Teaching a Modern Foreign Language and FRN401: Introduction to Linguistics. Students must also meet the requirements for Secondary Education.

MODERN AND CLASSICAL LANGUAGES

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
FRN401: Introduction to Linguistics.....	3

Two elective French courses (6 credits) at the 200-level or higher.

French Courses

FRN111-112: Elementary French I, II

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.

3 credits each.

FRN200: Intermediate French

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.

3 credits.

FRN201: French Conversation

Core Complement Course in Foreign Languages

This course emphasizes the use of correct 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.

3 credits.

FRN203: French Grammar and Composition

Core Complement Course in Foreign Languages

This course emphasizes the correct use of written French on a more advanced level than in the intermediate course through controlled compositions, grammatical exercises, and original themes.

Prerequisite: FRN200 or equivalent.

3 credits.

FRN302: Advanced French Conversation

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.

3 credits.

FRN304: Advanced French Grammar and Composition

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.

3 credits.

FRN305: French Culture and Civilization

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.

3 credits.

FRN/SPA308: Teaching a Modern Foreign Language

A practical course concerned with the methods and theory of modern second language acquisition techniques in the teaching of foreign languages, including an overview of structural linguistics as the basis of these techniques. The effective use of computers and the integration of multi-media techniques with more traditional ones will be explored.

Prerequisites: French and/or Spanish major or minor.

3 credits.

FRN311: Survey of French Literature I

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.

3 credits.

FRN312: Survey of French Literature II

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.

3 credits.

FRN399: Special Topics in French Studies

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). A complete listing of possible special topics is available in the French Department.

3 credits.

FRN/SPA401: Introduction to Linguistics

Introduces the basic concepts of linguistics through readings in fundamental systems and theories. Emphasis is given to an analysis of the nature and structure of French and Spanish based on phonological, morphological, and grammatical principles.

Prerequisite: FRN304 or SPA242.

3 credits.

MODERN AND CLASSICAL LANGUAGES

FRN404: Phonetics and Pronunciation

An introductory study of the French sound system incorporating articulatory and phonetic principles. Includes a study of phonemes and suprasegmentals.

Prerequisite: FRN203.

3 credits.

FRN405: History of the French Language

A study of the evolution of the French language from its Latin origins through the present day.

Prerequisite: FRN304.

3 credits.

FRN470: Senior Seminar in French

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.

3 credits.

FRN499: Independent Studies: Literature or Language

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.

3 credits.

Spanish

Spanish courses provide students with opportunities to develop their linguistic skills by learning to speak, to understand, to read, and to write Spanish, to appreciate the culture, civilization, heritage, and literature 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: Latin American Culture and Civilization	3
SPA321: Spanish Culture and Civilization	3
SPA390: Masterpieces of Spanish Literature	3
SPA411: Masterpieces of Latin American Literature	3
Elective courses to be approved by the department Chair.	

Majors are encouraged to spend a semester studying in Spain or Mexico or in another 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. 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: Latin 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

SPA101-102: Practical Spanish I, II

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 the Mexico and Spain Programs.

3 credits each.

SPA111-112: Elementary Spanish I, II

Core Complement Courses in Foreign Languages

Courses for those 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.

3 credits each.

SPA203-204: Intermediate Spanish I, II

Core Complement Courses in Foreign Languages

Courses for students who have pursued Spanish in high school for two or more 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 reading, increased oral proficiency, and writing skills.

3 credits each.

SPA207: Spanish for Business and Finance

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 204 or permission of instructor.

3 credits.

MODERN AND CLASSICAL LANGUAGES

SPA213: Advanced Spanish Grammar

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.

3 credits.

SPA241-242: Conversation, Composition, and Reading I, II

Core Complement Courses in Foreign Languages

These courses provide opportunities to further skills in oral and written comprehension, conversation, and composition.

Prerequisites: SPA203 and 204 or departmental placement or permission.

3 credits each.

SPA300: Latin American Culture and Civilization

A course devoted to the detailed study of the fundamental aspects of the historical, geographical, political, economic, social, and cultural expression of Latin America, from pre-Columbian times to the present. Lectures are supplemented by discussions and the presentation of related cultural materials, videos, CDs, and films.

Prerequisites: SPA241 and 242.

3 credits.

SPA/FRN308: Teaching a Modern Foreign Language

A practical course concerned with the methods and theory of modern second language acquisition techniques in the teaching of foreign languages including an overview of structural linguistics as the basis of these techniques. The effective use of computers and the integration of multi-media techniques with more traditional ones will be explored.

Prerequisites: Spanish and/or French major or minor.

3 credits.

SPA321: Spanish Culture and Civilization

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 departmental permission.

3 credits.

SPA322: Contemporary Mexican/Spanish Life (Total Immersion)

By means of newspapers, magazines, and films that supplement the assigned text, students engage in conversational Spanish and discussions of current events in the world. Offered only through the Mexico and Spain Programs.

3 credits.

SPA360: Advanced Conversation

This course is designed to provide students and prospective teachers of Spanish greater facility in both oral and written Spanish. Oral comprehension and fluency of expression will be developed through group discussion, interviews, and literature.

Prerequisite: SPA242 or permission of department Chair.

3 credits.

SPA390: Masterpieces of Spanish Literature

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.

3 credits.

SPA399: Special Topics

These courses offer the opportunity for in-depth study of an area determined by student interest.

Prerequisite: Permission of instructor.

3 credits.

SPA/FRN401: Introduction to Linguistics

Introduces the basic concepts of linguistics through readings in fundamental systems and theories. Emphasis is given to an analysis of the nature and structure of the Spanish language based on phonological, morphological, and grammatical principles.

Prerequisite: SPA242 or FRN304.

3 credits.

SPA410: Contemporary Hispanic Literature

A course concerned with a study of the principal currents and tendencies of contemporary Hispanic literature.

Prerequisite: Junior/senior standing.

3 credits.

SPA421: The Hispanic Caribbean

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.

3 credits.

SPA470: Senior Seminar

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.

3 credits.

SPA491: Internship

3 credits.

SPA499: Independent Study

3 credits.

Other Modern Languages

Opportunities are provided on a rotating basis for course work in Chinese, German, Italian, and Portuguese.

Modern Language Courses

Chinese

CHN111-112: Elementary Chinese I, II

Core Complement Courses in Foreign Languages

In these courses the Hanyu Pinyin system of phonetic notations will be taught and long-form Chinese characters will be used. Fundamental skills of Chinese will be developed in reading, listening, speaking and writing.

CHN112 Prerequisite: CHN111.

3 credits each.

German

GER111-112: Elementary German I, II

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, along with cultural components.

GRM112 Prerequisite: GRM111.

3 credits each.

Italian

ITL111-112: Elementary Italian I, II

Core Complement Courses in Foreign Languages

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.

ITL112 Prerequisite: ITL111.

3 credits each.

ITL203-204 Intermediate Italian I, II

Courses for students who have pursued Italian in high school for two or more 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.

3 credits each.

Portuguese

PTG111-112: Elementary (Brazilian) Portuguese I, II

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.

PTG112 Prerequisite: PTG111.

3 credits each.

Classical Language Courses

Latin

LAT101: Elementary Latin I

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.

3 credits.

LAT102: Elementary Latin II

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.

3 credits.

LAT201: Intermediate Latin I

A comprehensive survey, in Latin, of Roman literature of the Golden Age.

Prerequisite: LAT101 and 102 or equivalents.

3 credits.

LAT202: Intermediate Latin II

A comprehensive survey, in Latin, of Roman literature in the Silver Age.

Prerequisite: LAT101 and 102 or equivalents.

3 credits.



Music

Department Chair: Peter Davis, M.Mus.

The Music Department 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 students 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 department offers a range of private instruction in voice and instruments as well as a wide variety of performance opportunities.

The Salve Regina Mission Statement 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 Department Goals

1. To gain 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 K-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 technology in music, particularly in computer-aided instruction.

www.salve.edu/departments/mus/

MUSIC

The Program

The Music Department fosters understanding and appreciation of a wide variety of music through study, vocal/instrumental training and performance. The Music Department offers a Major and Minor in Music, along with a program in Music Education Teacher Certification (K-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:

MSC211-212: 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 Department

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:

MSI400: Major Recital.....	0
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A student may substitute a senior thesis or composition for MSI400. A detailed proposal must be submitted to, and approved by the department Chair.

Ensembles:

MSP courses	6
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Electives:

Additional three credits of electives in music	3
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All students majoring in Music are required to perform in a department ensemble every semester and to attend music department 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.)

The major in Music Education is offered by the Department of Music in collaboration with the Department of Education. To earn the B.A.S. degree in this major, 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), MSI400 (major recital), EDC090, 298, 299, SED211, SCD200, 201, 220, 300, 312, 341, 410, 432, 441, and MSP ensemble courses (six credits). 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:

MSC211-212: Theory I and II3, 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 Class1
 MSC121: Piano Class1
 MSC122: Guitar Class1
 MSC123: Woodwind Class1
 MSC124: String Class1
 MSC125: Brass Class1
 MSC126: Percussion Class1

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.

MUSIC

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

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.

3 credits.

MSC111: Essentials of Music Theory: An Introduction to Notation

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.

3 credits.

MSC145: Language Orientation

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.

1 credit.

MSC203: Theory Lab

Additional practice in sight-singing and dictation. The work of the course is coordinated with material learned in theory classes. This course may be taken more than once.

Prerequisite: Departmental approval.

1 credit.

MSC211: Theory I

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.

3 credits.

MSC212: Theory II

A continuation of Theory I.

Prerequisite: MSC211 or departmental approval.

3 credits.

MSC215: American Music

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.

3 credits.

MSC220: History of Music through 1750

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.

3 credits.

MSC221: Bach to Rock: Music from 1750 to the Present

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.

3 credits.

MSC230: Classical and Popular Composers of the Modern Era

A study of the important composers who have shaped the music of the Modern Era.

3 credits.

MSC300: Theory III

Advanced harmony, counterpoint, and ear-training for the music major; chromaticism; work in composition.

Prerequisites: MSC212, music major.

3 credits.

MSC301: Analysis

A study of musical forms from the medieval period to the 20th century.

Prerequisites: MSC300, music major.

3 credits.

MSC342: Elementary Methods

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.

3 credits.

MUSIC

MSC399: Special Topics

1-3 credits.

MSC400: Major Recital

0 credits.

MSC401: Orchestration

This course is a study in techniques for orchestra, symphonic band, chamber and choral ensembles. Instruction is included in idiomatic writing for instruments and score reading.

Prerequisite: Departmental approval.

3 credits.

MSC403: Composition

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.

3 credits.

MSC405: Instrumental Conducting

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.

3 credits.

MSC406: Choral Conducting

A study of techniques for directing a choral ensemble and developing a choral curriculum.

Prerequisite: Departmental approval.

3 credits.

MSC491: Internship

1-3 credits.

MSC499: Independent Study

Supervised study. Advanced work in music.

Prerequisite: Departmental approval.

1-3 credits.

Music Performance Ensembles

MSP153: University Chorus

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.

Course fee.

0-1 credits.

MSP230: Performance Class

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.

0-1 credits.

MSP235: Opera/Musical Theater Scenes Workshop

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.

Course fee.

0-1 credits.

MSP236: Percussion Ensemble

Provides performing experience with a percussion ensemble. Open to all students.

Prerequisite: Interview.

Course fee.

0-1 credits.

MSP240: Jazz Combo

Provides performing experience with a jazz combo. Open to all students.

Prerequisite: Interview.

Course fee.

0-1 credits.

MSP241: Jazz Ensemble

Provides performing experience in a small jazz ensemble. Open to all students.

Prerequisite: Interview.

Course fee.

0-1 credits.

MSP242: Rock, Rhythm and Blues

Prerequisite: Interview.

Course fee.

0-1 credits.

MSP243: Symphonic Band

Rehearsal and performance of symphonic band and wind ensemble repertoire. Open to all students.

Prerequisite: Interview.

Course fee.

0-1 credits.

MSP244: Guitar Ensemble

Prerequisite: Interview.

Course fee.

0-1 credits.

MSP245: Woodwind Ensemble

Chamber ensemble for woodwind instruments.

Prerequisite: Interview.

Course fee.

0-1 credits.

MUSIC

MSP246: Flute Ensemble

Prerequisite: Interview.

Course fee.

0-1 credits.

MSP247: Brass Ensemble

Prerequisite: Interview.

Course fee.

0-1 credits.

MSP248: Chamber Ensemble

Prerequisite: Interview.

Course fee.

0-1 credits.

MSP249: Orchestra

Rehearsal and performance of repertoire for orchestral ensemble. Open to all students.

Prerequisite: Interview.

Course fee.

0-1 credits.

MSP363: Madrigal Chorus

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.

Course fee.

0-1 credits.

MSP364: A Cappella

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.

Course fee.

0-1 credits.

Applied Music Instruction

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 for MSI150-167: Department permission.

Course fee.

1 credit.

Prerequisites for MSI250-367: Students must fulfill the department requirements for recitals and receive permission of the Department Jury to register.

Course fee.

2-3 credits.

Nursing

Department Chair: Peggy S. Matteson, Ph.D., R.N., F.C.N.

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. It is expected that graduates will 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 Bachelors of Science 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.

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 National League for Nursing Accrediting Commission (NLNAC).

Admission

Students who indicate on their SRU 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.

Curriculum

The Bachelors 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 professional education. The Salve Regina University program of study provides students with the core knowledge required of all healthcare professionals and the unique knowledge, attitudes, and skills required by the discipline of nursing. Graduates are prepared to practice competently in all settings and provide for the health and healing of patients across the lifespan and along the continuum of health.

Understanding 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 Bachelors of Science with a major 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 Associates 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 64 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.

Graduates of either track are prepared to continue their education for a masters or doctorate in nursing. 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.

Honor Society

Nursing majors who meet the qualifications are invited to join Sigma Theta Tau International, the international honor society of professional nurses. Details may be found in the Department of Nursing Student Handbook.

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 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 2.70 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, psychology, sociology, 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 2.70 will be placed on academic probation in the Department of Nursing. Academic probation within the Department of Nursing is for one semester only. 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 2.70 after one semester of probation will result in the student's dismissal from the nursing major. If a student achieves removal from academic probation and then the GPA falls below a 2.70 a second time, he/she will be immediately dismissed from the nursing major.

If a student receives a grade of less than "C" or a "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 Salve Regina University the student may continue as a Salve student in another major.

Reinstatement Policy

After taking the time to review and remediate the situation that led to the academic deficiencies, 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 all nursing students. Students must furnish proof of current health insurance to the Clinical/Lab Coordinator in the Nursing Office. 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 SRU 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 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 (5) 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.

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.

Experiential Learning

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. Students who are registered nurses are expected to carry their own professional liability insurance. Proof of this insurance is required before participation in the clinical learning experience.

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. Students are encouraged to carpool whenever possible.

Clearance for Experiential Learning

No student will be allowed to start an off campus 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 have: (1) documentation of a physical exam during the past year, (2) documentation of having received the TDaP vaccine, (3) immunization record with results of varicella, rubella, measles and mumps titers, (4) documentation of a two-step PPD, (5) documentation of Hepatitis B vaccine or a signed declination waiver, (6) signed permission form for criminal background check, and (7) a urine drug screening. Registered nurses must have documentation of professional liability insurance. Details of the policy and procedures for actions related to a positive screen are found in the Department of Nursing Student Handbook.

Current documentation must be maintained related to: (1) any change in physical status, (2) an annual PPD, and (3) CPR certification (The AHA BLS Healthcare provider card is the ONLY acceptable CPR certification.)

During the fall semester it is suggested that all students receive the annual flu vaccine. If a student chooses not to receive the flu vaccine, a declination waiver must be signed and placed on file with the Clinical/Lab Coordinator.

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**NUR 150: Introduction to Professional Nursing**

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 Chair, Department of Nursing.)

1 credit.

NUR 148: Transitioning into Professional Nursing

This course builds on the registered nurse's desire for a baccalaureate in nursing by explaining the mission and philosophy of Salve Regina University and the Department of Nursing, 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, and the responsibility of the nurse to advocate for both the patients and the profession. Students will be given assignments that develop skills in the use of library information systems and information technology, professional writing in APA format, and public speaking/presentation skills for professional nurses.

(Open to degree-completion students only.)

3 credits.

NUR 230: Human Pathophysiology

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: BIO 205, BIO 206, BIO 210, CHM 121.

3 credits.

NUR 240: Pharmacotherapy

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. Distinctions in medication administration 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.

Pre-requisite: NUR 230.

3 credits

NUR 250: Normal and Therapeutic Nutrition

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: CHM 121.

3 credits.

NUR 332: Holistic Health Assessment and Health Promotion

This course focuses on knowledge, procedures and skills required to perform and then document a holistic health assessment and diagnosis 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 will be performed in both the nursing lab and in community settings. The use of the nursing process to determine nursing diagnoses, document findings, and develop interventions for health and wellness promotion, illness prevention, and risk anticipation, and the utilization of referral to colleagues will be included.

Prerequisites: All 200 level nursing courses or permission of the Chair of the Department of Nursing.

3 credits.

NUR 334: Genetics and Genomics

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: BIO 205 and BIO 206.

3 credits.

NUR 328: Ethical Challenges in Nursing

This course explores the prominent principles of ethical theories and the utilization of the Code of Ethics for Nurses. Understanding that living an ethical life requires following the spirit of ethical principles, the focus is on respectfully caring for all patients, acting with concern for the welfare of others, entering into relationships of trust, and developing character traits that foster ethical practice. Ethical dilemmas encountered in practice will frame discussions. (Open to degree completion students only.)

3 credits.

NUR 336: Research and Evidence-based Practice

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 for utilization in evidence-based practice. Emphasis is placed on the development of clinical reasoning by analyzing published studies and applying findings to patient care and developing best practices in nursing care.

Prerequisite: STA 201.

3 credits.

NUR 338: Care of Adults with Chronic Health Conditions

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 his/her 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 or permission of the Chair of the Department of Nursing.

Co-requisite: NUR 339.

3 credits.

NUR 339: Experiential Learning: Care of Adults with Chronic Health Conditions

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, 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: NUR 338.

3 credits.

NUR 344: Care of Adults with Acute Health Conditions

This course presents the knowledge and skills necessary to provide holistic nursing care with 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: NUR 332, NUR 338, and NUR 339.

Co-requisite: NUR 345.

3 credits.

NUR 345: Experiential Learning: Care of Adults with Acute Health Conditions

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, processes for documentation and communication, and the nursing roles within a multi-professional team.

Co-requisite: NUR 344.

3 credits.

NUR 346: Families in Transition: Care of Childbearing and Childrearing Families

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 his/her 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: NUR 332, NUR 338, NUR 339, and Core Complement course in Sociology.

Co-requisite: NUR 34.7

3 credits.

NUR 347: Experiential Learning: Care of the Childbearing and Childrearing Families

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 his/her 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 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: NUR 346.

3 credits.

NUR 371: Service Learning I

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.

Prerequisite: Pre-licensure students – NUR 339; Degree-completion students – Junior level standing or permission of Chair of Department of Nursing.

1 credit.

NUR 432: Care of Patients with Mental Health Conditions

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 PSY 100.

Co-requisite NUR 433.

3 credits.

NUR 433: Experiential Learning: Care of Patients with Mental Health Conditions

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 his/her 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 NUR 432.

3 credits.

NUR 436: Care of Families in Transition: Aging and End-of-Life Care

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 NUR 437.

3 credits.

NUR 437: Experiential Learning: Families in Transition: Aging and End-of-Life Care

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 NUR 436.

3 credits

NUR 442: Care of Adults with Complex Health Conditions

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: NUR 443.

3 credits.

NUR 443: Experiential Learning: Care of Adults with Complex Health Conditions

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, issues of patient safety, clinical reasoning skills, processes for documentation and communication, and the nursing roles within a multi-professional team.

Co-requisite: NUR 442.

3 credits.

NUR 444: Public Health and Disaster Response Planning

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.)

3 credits.

NUR 446: Leadership and Management

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 healthcare 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.)

3 credits.

NUR 451: Capstone in Nursing

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.

2 credits.

NUR 450: Preparation for Professional Licensure

This course provides students with the information and test-taking strategies required to prepare for the computerized testing necessary to obtain licensure.

Prerequisite: Last semester of study in pre-licensure track.

1 credit.

NUR 472: Service Learning II

In this course students maintain their involvement in processes of health promotion, illness prevention and risk reduction in a collaborative and tangible way within a community.

Prerequisite: NUR 371.

1 credit.

NUR 473: Service Learning III

In this course students conclude their involvement in processes of health promotion, illness prevention and risk reduction in a collaborative and tangible way within a community.

Prerequisite: NUR 472.

1 credit.

NUR 475: Service Learning IV

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.

3 credits.

NUR 480: Senior Thesis in Nursing 1

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, NUR 482.

1 credit.

NUR 482: Senior Thesis in Nursing 2

Registration for this course is necessary to complete the process of writing and making a presentation of the proposition, findings, and recommendations.

Pre-requisite NUR 480.

1 credit.



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, 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.

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 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 five main components:

1. Specially-designed honors sections of the New Student Seminar and core courses;
2. An intensive course in scholarly writing, taught by the Director;
3. Co-curricular activities connected with the Pell Center;
4. A junior-level internship or study-abroad experience;
5. The Pell Senior Synthesis Project.

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

GST150: Portal: Seeking Wisdom

ENG150: What It Means to Be Human

PELL HONORS PROGRAM

Participants are also required to take Pell sections of two of the following courses:

POL120: Introduction to World Politics

HIS103: or HIS104: Western Civilization I, or II

HIS111: or HIS112: Interpretations of American History

SOC110: The Sociological Perspective

These courses help the student to fulfill the Social Science core compliment 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.

Additionally, the Pell Center Program Associate is a one-credit workshop in which students are required to attend at least three Pell Center lectures, participate during the question and answer session, and prepare a short paper about their experience. It is recommended, but not reired that students complete this workshop during their first or second year.

Second Year Courses:

Pell Scholars in their second year will be asked to take on Pell Special Topic course, PEL299, in each semester. The offerings will vary each semester with topics that are both contemporary and diverse.

Third Year Courses:

During the third year of the program, students who do not already have a research method course in their individual major will need to enroll in the following:

PEL350: Honors Research Methods

This course is taught by the Program Director

Majors that already have a research methods component are Business Studies, Cultural and Historic Preservation, English, History, Nursing, Political Science, Psychology, Social Work and Sociology.

Unless special circumstances exist, the internship/study abroad component of the program should be completed prior to the start of the fourth year. Additionally, prior to the completion of the internship or study abroad, the Internship/Study Abroad Completion form must be obtained from the Director of the Pell Honors Program and completed.

Fourth Year Courses:

During the fourth year students without a thesis writing component within their major will participate in the following:

PEL450: The Pell Senior Synthesis Project

Majors that already have a thesis component are Cultural and Historic Preservation, English, History and Political Science. Those students who write their theses within their majors are expected to address the themes of the Pell Honors Program and will need to inform the Director of the Pell Honors Program so that a representative can be present at the defense.

Philosophy

Department Chair: Lois Eveleth, Ph.D.

Philosophy, or the love of wisdom, embraces a number of diverse traditions from the West and the East. The Philosophy Department 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.

PHILOSOPHY

Major in Philosophy (B.A.)

Students majoring in Philosophy take a minimum of 10 courses (30 credits) including four required courses:

PHL120: Logic	3
PHL271-272: History of Western Philosophy I and II.....	3, 3
PHL260: Ethical Issues	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 PHL 271 or PHL272

PHL260: Ethical Issues	3
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Four additional courses (12 credits) in Philosophy approved by the student's Department of Philosophy advisor.

Philosophy Courses

PHL120: Logic

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.

3 credits.

PHL/POL201: Classical Political Philosophy

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).

3 credits.

PHL/POL202: Modern Political Philosophy

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.

3 credits.

PHL220: Philosophy and Responsibility

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.

3 credits.

PHL260: Ethical Issues

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 registration booklet of each semester should be consulted for the identification of the emphases for that semester.

3 credits.

PHL271: History of Western Philosophy I

A survey of major themes, thinkers, and schools in the Western tradition, from pre-Socratics to the early moderns.

3 credits.

PHL272: History of Western Philosophy II

A survey of the major themes, thinkers, and schools in the modern and contemporary periods.

3 credits.

PHL300: Philosophy of Imagination: Dream Symbolism

An examination of dream images in the light of recent discoveries of depth psychology and as related to the philosophy of symbolic forms.

3 credits.

PHL/ADJ325: Philosophy of Law

The readings will be drawn from leading philosophical perspectives on law and will include representative writers from the traditions of natural law, legal positivism, historical jurisprudence and integrative legal studies. Our intention is to deepen and enlarge our understanding of law. We shall explore beyond the “value-free” conceptions of law as a body of rules enacted by the sovereign, to consider law’s commitment to establishing justice and an order integrally directed to the flourishing of the human good. The ethically centered inquiry is inspired by the University mission, “to seek wisdom and promote universal justice.”

3 credits.

PHL/ART352: Philosophy of Beauty

Theories of art and beauty from both Eastern and Western traditions are examined in light of both ancient and contemporary concepts. Readings from Plato, to Joyce, to Japanese aesthetics, to the role of censorship, form the basis for class discussion.

3 credits.

PHL399: Special Topics

This course provides opportunities to explore special interest questions and topics in philosophy that are not included in the standard curriculum. In recent semesters, course titles have been these: Plato; Philosophy of Literature; Existentialism; Women and Philosophy; Evolution and Philosophy; and Islamic Political Philosophy.

3 credit.

PHL400: Classic American Philosophy

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.

3 credits.

PHILOSOPHY

PHL450: Philosophy of the Person

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.

3 credits.

PHL460: Theory of Knowledge

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.

3 credits.

PHL499: Independent Study

3-6 credits.

Physical Education Program

Coordinator: Collin Sullivan, M.B.A.

Physical Education provides an opportunity for personal development through a variety of sport and lifelong activities.

Only four Physical Education credits may be applied toward a Bachelor's degree; only two may be applied toward an Associate's Degree.

Physical Education Courses

PED111: Introductory Golf

This course is designed for individuals interested in developing a greater understanding of the game of golf. The course will cover the golf swing, equipment, terminology, course etiquette, and safety. Students will practice their shot-making at a local golf course.

1 credit.

PED115: Introduction to Athletic Training I

This course is designed to offer students a brief introduction to athletic training. Topics will include training room function, practice and game protocol, taping and wrapping and emergency procedures.

1 credit.

PED132: Aerobic Exercise

This course will consist of high-energy exercises, and use the aerobic concept to promote physical fitness.

1 credit.

PED137: Introduction to Weight Training

This course stresses the importance of physical fitness. Routines and exercises needed to attain physical fitness for a healthful lifestyle will be taught. Weights will be used as an adjunct activity.

1 credit.

PED140: Total Body Workout

This course is designed for individuals interested in developing a pattern of physical exercises to foster good health. Specific muscles are exercised.

1 credit.

PHYSICAL EDUCATION PROGRAM

PED143: Introduction to Martial Arts

This course is designed to help the interested student develop practical self-defense skills through the use of techniques and physical exercise.

1 credit.

PED145: Sailing (Beginner)

The course will consist of classroom and water activities. It is designed for students interested in the fundamentals of sailing.

1 credit.

PED150: Physical Conditioning/Law Enforcement

The course is designed to introduce students to the minimum fitness requirements for entrance into the Rhode Island Municipal Police Academy.

1 credit.

PED162: Tennis (Beginner)

Instruction will be given in the basic skills and knowledge needed for an understanding and enjoyment of recreational tennis.

1 credit.

PED171: Racquetball (Beginner)

Students will be taught the basic skills and knowledge needed to enjoy racquetball as a recreational sport.

1 credit.

PED180: First Aid/CPR/AED

This course is designed to lead to Red Cross Certification in CPR, AED, and First Aid.

1 credit.

PED215: Introduction to Athletic Training II

This course is a continuation of PED115.

1 credit.

PED247: Intermediate Conditioning and Weight Training

This course will provide an introduction to variable resistance training as a method of physical conditioning and exercise.

1 credit.

PED262: Tennis (Intermediate)

This course is designed for individuals with a basic understanding of tennis skills. Instruction involving more advanced tennis skills and strategy will be given.

1 credit.

PED345: Sailing (Intermediate)

Advanced techniques of sailing will be covered in this course. Sail trim, boat trim, and speed sailing will be taught.

1 credit.

PED347: Advanced Conditioning and Weight Training

This course is a continuation of PED247.

1 credit.

Political Science

Department Chair: Clark Merrill, Ph.D.

The Department of Political Science seeks to establish a course of study that enables students to identify and evaluate personal and collective goals in light of moral and political principles within the context of Catholic values. Courses focus upon the interdependent environments of America and of the world from a multiplicity of perspectives. The aim is to minimize bias and presuppositions and to maximize critical analysis and objectivity.

The major prepares students not only for a successful career, but also for graduate studies in a variety of fields, most notably law school, international relations, and political science.

The department offers courses leading to a major or minor in Political Science. Not more than three Political Science courses may be applied in transfer to the major or minor with the permission of the department Chair. Majors and minors are expected to achieve grades of C or higher in all Political Science courses.

POLITICAL SCIENCE

Major in Political Science (B.A.)

Majors take a minimum of 12 courses (34 credits):

POL/PHL201: Classical Political Philosophy	3
POL/PHL202: Modern Political Philosophy	3
POL313: 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 may also prefer to choose a concentration:

American Government Concentration:

In addition to the required courses (16 credits), the Political Science major may choose to take six electives (18 credits) from the following courses: 212, 222, 314, 316, 318, 324, 398, 403, 404, 415, 421, 422, 423.

International and Comparative Politics Concentration:

In addition to the required courses (16 credits), the Political Science major may choose to take six electives (18 credits), from the following courses: 211, 212, 213, 240, 318, 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):

POL/PHL201: Classical Political Philosophy	3
POL/PHL202: Modern Political Philosophy	3
POL313: 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.	

Five-Year Program Leading to the 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 usually apply to the Graduate School by the end 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***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 Federal Papers and other original documents, students learn basic political concepts such as limited government, separation of powers, and the rule of law.
3 credits.

POL120: Introduction to World Politics*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.
3 credits.

POL/PHL201: Classical Political Philosophy

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).

*3 credits.***POL/PHL202: Modern Political Philosophy**

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.

*3 credits.***POL211: International Relations/Organizations**

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. (Offered alternate years)

*3 credits.***POL212: Christianity and Politics**

Religion and Political Science, church and state, divine law and human law: these are among the permanent issues of Political Science. This class examines the major themes of the relationship between Christianity and Political Science, with consideration given to the biblical background and parallel issues in Islam. Particular attention is given to church-state relations in America. (Offered alternate years)

*3 credits.***POL213: Global Environmental Politics**

Environmental problems must have political solutions at both the national and international

level. This course focuses on the Political Science of the global environment, including such issues as climate change, ozone depletion, deforestation, species loss, international trade, population, poverty, and emerging diseases. It will review the effectiveness of policy responses in the U.S. and in the international area.

(Offered alternate years.)

3 credits.

POL222/ADJ202: American Legal History

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.

3 credits.

POL240: Comparative Government

This course examines in detail and compares how a number of different societies govern themselves. Cases are selected to illustrate political challenges typical of advanced industrialized societies, societies making the transition from communism, and Third World societies dealing with poverty and economic development.

(Offered alternate years.)

3 credits.

POL313: American Government: Classic and Contemporary Readings

An examination of the origins, development, and present status of political life in the United States at the national level. The structure, processes, and major issues are studied in both their historical perspective and contemporary importance. Readings are chosen to represent the best of what political scientists, historians, journalists, and governmental leaders have to say about American governance.

3 credits.

POL314: State and Local Government

A general introduction to the origins, development, functions, and present status of state and local government in the United States as these institutions ultimately wield a great deal of political power in a given community. Consideration is given to the structures, processes, and major issues in both their historical perspective and contemporary importance.

3 credits.

POL316: Political Parties and Public Opinions

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.

(Offered alternate years.)

3 credits.

POL318: State Government Internship

Students develop their understanding of politics and career goals through practical work experience under the mentorship of a professional (judge, public defender, legislator, department head, agency director, etc) in Rhode Island state government. Placement tailored to students' interest and goals.

Prerequisites: Prior or concurrent registration in POL314 and approval of department chair.

3 credits.

POL/HIS324: American Political Thought

A survey of American political development from its origins in English liberalism to the progressive humanism of the 20th century. By examining material from political and historical sources, this course surveys the dominant ideas of each epoch and the value systems that underpin them.

(Offered alternate years.)

3 credits.

POL330: Politics of Developing Nations

Introduction to the study of political development, including approaches to Third World Political Science, disruptions caused by colonialism and imperialism, and the struggle to build independent nations. Also surveys contemporary political challenges, including urbanization, ethnic conflict, environmental issues, and the economic and cultural impacts of globalizations.

(Offered alternate years.)

3 credits.

POL/HIS331: Contemporary Latin America

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.

(Offered alternate years.)

3 credits.

POL/HIS332: Contemporary Middle East

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.

(Offered alternate years.)

3 credits.

POL/HIS333: Contemporary Africa

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.

(Offered alternate years.)

3 credits.

POLITICAL SCIENCE

POL/HIS334: Contemporary East Asia

This course focuses on nations of East Asia in the context of their cultural/historical backgrounds and their response to Western impact. China and Japan receive special emphasis.

(Offered alternate years.)

3 credits.

POL372: Seminar in Research and Methodology

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.

3 credits.

POL398: Special Topics in American Government

Topics will reflect contemporary political issues in American Government not offered in degree or kind within standard curriculum.

3 credits.

POL399: Special Topics in International and Comparative Politics

Topics will reflect contemporary political issues in Comparative Government not offered in degree or kind within the standard curriculum.

3 credits.

POL400: Guided Research

Political Science seniors will, under the direction of a member of the department, engage in research and the development of a major thesis paper.

(Offered in fall semester.)

Prerequisite: POL372, senior majors only.

3 credits.

POL402: Multi-Media Research Application

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.

(Offered in spring semester.)

Prerequisite: POL400, senior majors only.

1 credit.

POL403: Constitutional Law

This course focuses on the U.S Constitution, its drafting, ratification, amendment, and its interpretation through more than two centuries of Supreme Court case law. Explores the historical events, ideas, and political influences that have shaped the Court from its early years through today.

(Offered alternate years.)

3 credits.

POL404/ADJ414: Civil Liberties

This course covers a general review of civil liberties in the United States with special attention to issues related to the freedoms of religion, speech and press, the right to privacy, the rights of the criminally accused, as well as disputes related to rights concerning race, sex, and voting discrimination.

3 credits.

POL405: Politics and Societies in Eastern Europe

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.

(Offered alternate years.)

3 credits.

POL/HIS415: Modern American Foreign Policy

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.

(Offered alternate years.)

3 credits.

POL/ECN420: Political Economy of Industrial Societies

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, that help manage international economic relations. Investigates the moral and cultural questions raised by globalization.

(Offered alternate years.)

3 credits.

POL421: Congress and the Legislative Process

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.

(Offered alternate years.)

3 credits.

POL/HIS422 American Presidency

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.

(Offered alternate years.)

3 credits.

POL423: The American Judiciary

This course focuses on the views of leading justices and judges on the judicial process, the function of judging, and the role of courts, particularly the Supreme Court, in an increasingly litigious society as well as on the philosophical influences of the law.

(Offered alternate years.)

3 credits

POLITICAL SCIENCE

POL491: Internship

3 credits.

POL499: Independent Study

3 credits.

One-Credit Workshops

POL030: First Amendment and Religious Profiling

POL031: Globalization

POL060: Race, Class and Health

POL061: The Internet Generation and the Adolescent Experience

POL064: Non-Violent Strategies

POL065: Affordable Housing

POL071: Cultural and Differential Abilities Across the Lifespan

POL072: Human Sexuality Across the Lifespan

POL073: Traumatic Experiences Across the Lifespan

POL074: Environmental Issues in the 21st Century

POL075: Critical Issues in Presidential Elections

POL077: Trends in the Workplace

POL083: Non-Violence and Mediation

POL084: Historical, Political, and Sociological Aspects of Baseball in America
1950 to Present

POL086: Effecting Change at State and Local Levels

POL089: Historical, Political, and Sociological Aspects of U.S. and R.I. Baseball
up to 1950

POL090: Ethnicity, Class, and Children

POL091: Gender Specific Health Care Issues

POL092: Political and Social Issues of Gambling

POL093: Sexuality and Alcohol

POL094: Domestic Violence: Analysis and Response

POL095: Risk Management in Human Services

POL096: The Immigrant Experience

POL099: War: A Means for Peace?

Psychology

Department Chair: Anthony A. Walsh, Ph.D.

Psychology's subject matter is the search for knowledge about human behavior and, as such, it is an invaluable resource for the individual who is striving toward self-understanding and self-actualization. A person who understands human behavior well is a person who is more capable of self-fulfillment and better prepared to accept human diversity.

Psychology helps students to understand themselves better, to grow as a result of the experience, and to gain a healthy respect for others. 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 more importantly, 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. Students will expand their knowledge of human behavior and mental processes, as well as develop their abilities for thinking clearly and creatively, in order to enhance their capacity for sound judgment that will serve them well in their future role as stewards of our world. Our goal is to nurture the enduring values of honesty, hard work, altruism, compassion, tolerance, and service that are so necessary for harmonious daily living in today's shrinking global family, and to assist our students in developing the skills 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 imperative that students complete certain required courses such as PSY100 and PSY200 in their freshman year and PSY270 in their sophomore year (see below). Failure to get started early will jeopardize a student's ability to complete the major successfully.

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. Transfer students who transfer in psychology credits and wish to declare psychology as a major must take at least one 200 level course 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 taken to mean that the student is maintaining, at minimum, an overall GPA of 2.0 and a GPA no lower than C (2.0) 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) in psychology, 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
PSY210: Applied Behavior Analysis.....	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 (6 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 6-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 - normally 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 one of which being PSY200), and achieve a GPA in these courses of 2.0 (C).

Psychology Courses

PSY100: Introduction to Psychology

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 student's understanding of behavior, behavior change, and cognitive processes.

*This course is the prerequisite for several psychology courses listed below.
3 credits.*

PSY210: Applied Behavior Analysis I

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 is intended to introduce the topics covered by the national exam for certification as an Associate Behavior Analyst.

*Prerequisite: PSY100.
3 credits.*

PSY220: Child Development

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.
3 credits.*

PSY230: Adolescent and Adult Development

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.

3 credits.

PSY250: Social Psychology

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.

3 credits.

PSY255: Psychology of Prejudice

Core Complement Course in Social Sciences

This course provides students with an opportunity to see how the discipline of psychology studies prejudice, stereotyping, and discrimination. Students will explore a variety of topics including stigmatization, racism, sexism, anti-Semitism, genocide, and heterosexism, examine their effects, and consider how such effects can be prevented or ameliorated.

Prerequisite: PSY100 recommended.

3 credits.

PSY260: Theories of Personality

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.

3 credits.

PSY270: Statistical Methods in Behavioral Science

This course is designed to prepare students to use statistics and its collateral tools to effectively describe, pictorially depict, analyze, and interpret the quantitative results of scientific investigations. Topics will include, but will not be limited to, descriptive statistics, graphic methods, inferential statistics, correlation, hypothesis testing, the analysis of variance, and other topics as time permits.

Prerequisites: PSY100 and MTH170 (or higher).

3 credits.

PSY282: Psychology, Science, and Pseudoscience

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.

3 credits.

PSY290: Cross-Cultural Psychology

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.

3 credits.

PSY310: Cognitive Psychology

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: PSY100.

3 credits.

PSY320: Psychology of Learning and Behavior

This course is intended to familiarize students with the prominent theories and principles of learning, in both the behavioral and cognitive traditions. The course will focus on basic and applied research and their application to real world settings.

Prerequisite: PSY100.

3 credits.

PSY330: Psychological Testing

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.

3 credits.

PSY340: Motivation

This course will investigate the major theoretical perspectives in motivation - 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.

3 credits.

PSY350: Physiological Psychology

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.

3 credits.

PSY370: Research Methods in Behavioral Science

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.

3 credits.

PSY380: Abnormal Psychology

This course examines explanations of abnormal behavior and mental disorders both past and present. 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 (2000) edition of the multi-axial Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) will serve as the explanatory basis for the description and analysis of these dysfunctional conditions.

Prerequisite: PSY100.

3 credits.

PSY399: Special Topics

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.

3 credits.

PSY400: Counseling Theories and Strategies

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.

3 credits.

PSY410: Applied Behavior Analysis II

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, and is intended to prepare students for certification as Associate Behavior Analyst.

Prerequisites: PSY210 and PSY320.

3 credits.

PSY430: History and Systems of Psychology

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 major (one or two courses at most remaining), or permission of the instructor.

3 credits.

PSY499: Independent Study/Community Experience

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 status 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.

3 credits.

One-Credit Workshop

PSY096: Autism: Characteristics and Overview



Religious and Theological Studies

Department Chair: Daniel Cowdin, Ph.D.

The Academic study of religion is a unique and exciting field. Unfortunately, it is feared by some, ignored by others and misunderstood by most. Such views, whether held by religious or non-religious people, see reason and religion as unrelated, or even opposed to each other. At Salve Regina, the department of Religious and Theological Studies sees the study of religion as important in two distinct yet interrelated ways.

First, seeking a deeper understanding of the world's religions is crucial to 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 listening 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 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 below 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.

RELIGIOUS AND THEOLOGICAL STUDIES

Major in Religious and Theological Studies (B.A.)

Students majoring in Religious and Theological Studies must take a minimum of 10 Religious Studies courses (30 credits). Required courses include:

RTS210: Christianity in Dialogue with World Religions	3
One Hebrew Bible course: RTS250, 330, 375 or special topic.....	3
One New Testament course: RTS350, 420 or special topic.....	3
One Ethics course: RTS335, 336, 360, 380, 450 or special topic.....	3
One Theology course: RTS333, 340, 370, 410, 430, 440 or special topic	3
One non-Christian Tradition: RTS490, 492, 493, 494 or special topic	3
Four RTS electives (12 credits).	

Students will craft their individual program of study in consultation with the department Chair or another advisor from the department.

Minor in Religious and Theological Studies

Students completing a minor in Religious and Theological Studies take six Religious Studies courses (18 credits). Required courses:

RTS210: Christianity in Dialogue with World Religions	3
Five additional Religious Studies courses (15 credits), approved by department Chair.	

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.

World Religions:

- RTS485: The Catholic Experience
- RTS490: The Jewish Experience
- RTS492: Islam
- RTS493: Hinduism
- RTS494: Buddhism

Christian Ethics and Society:

- RTS335: Christian Ethics and Social Issues
- RTS336: Christian Marriage and Family Life
- RTS360: Christianity, Ethics and the Environment
- RTS380: Mercy as the Art of Remembering
- RTS450: Christian Ethics and Biomedical Issues

Scripture:

- RTS330: Understanding the Old Testament
- RTS350: Jesus and the Gospels
- RTS375: Women of the Bible
- RTS420: Introduction to the Pauline Epistles
- RTS440: Jesus Christ through History

Christian Theology:

- RTS333: Symbol and Sacrament
- RTS340: The Church and the New Millennium

RTS370: Women in the Christian Traditions

RTS410: Contemporary Christian Spirituality

RTS430: Emerging Theologies

RTS440: Jesus Christ through History

RTS485: The Catholic Experience

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 in their sophomore year. All students must also take one additional Religious and Theological Studies Core Complement Course, usually in their junior or senior year.

Religious and Theological Studies Courses

RTS210: Christianity in Dialogue with World Religions

Common Core Requirement—all students must complete this course

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 the 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.

3 credits.

RTS250: Introduction to the Bible: "Take a Look at the Good Book"

Core Complement Course 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 revelation, liberation and justice will be introduced in both the Hebrew Scriptures (Old Testament) and Christian Scriptures (New Testament).

Prerequisite: RTS210.

3 credits.

RTS/HIS300: Religious History of Newport

This course will examine the rich and diverse history of the many religious groups that have settled in Newport over the past three hundred and seventy years. This course will combine classroom presentations with visits to sites of historical and religious significance in Newport and Aquidneck Island. Particular attention will be 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.

3 credits.

RTS330: Understanding the Old Testament

Core Complement Course in Religious and Theological Studies

The Old Testament is one 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 Old Testament, they will also focus on the process by which the scriptures evolved through the various stages of Israelite history.

Prerequisite: RTS210.

3 credits.

RTS333: Symbol and Sacrament

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 sacrament of Christ. Students will study the history of each sacrament to discover the development of its liturgical rites and their symbolic meanings.

Prerequisite: RTS210.

3 credits.

RTS335: Christian Ethics and Social Issues

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 sexual ethics, prejudice and discrimination, immigration, ecology, violence, the death penalty, economic justice and bioethical concerns. The Judeo-Christian tradition, principles of Catholic social teaching and statements of the United States Catholic Conference provide the framework for this consideration. The second part of this course follows a seminar format featuring student presentations on selected topics. To the extent possible, contacts or visits to non-governmental organizations such as Oxfam America, INFACT, Bread for the World and Network, complement classroom experience.

Prerequisite: RTS210.

3 credits.

RTS336: Christian Marriage and Family Life

Core Complement Course in Religious and Theological Studies

As a religious institution, Christian marriage has existed for almost 2,000 years. 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 elucidating 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.

3 credits.

RTS340: The Church in the New Millennium

Core Complement Course in Religious and Theological Studies

The aim of this course is the study of Vatican II statements and social encyclical in response to a panorama of human needs and challenges. Students will focus on the church, a living organization, as she looks to the world with profound understanding and with realistic intention: not of dominating it, but of serving it; not of despising it, but of appreciating it; and not of condemning it, but of strengthening and saving it. Participants will try to realize through history and current events that the future of humanity depends on those who are strong enough to give reasons for living and hoping.

Prerequisite: RTS210.

3 credits.

RTS350: Jesus and the Gospels: "Who Do You Say I Am?"

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.

3 credits.

RTS360: Christianity, Ethics and the Environment

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? If so, what revisions in Christian theology might this require? These issues are crucial as humankind attempts to understand and control its newfound power on this planet.

Prerequisite: RTS210.

3 credits.

RTS370: Women in the Christian Traditions

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. Wherever possible primary texts, in translation, will be examined as we study the relationship of women and the Christian traditions through the ages.

Prerequisite: RTS210.

3 credits.

RTS375: Women of the Bible

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.

3 credits.

RTS380: Mercy as the Art of Remembering

Core Complement Course in Religious and Theological Studies

Mercy, some propose, is the distinctive virtue of the Christian community and the thing most absent in the world today. What is mercy? Why is it a virtue? Can you choose to become merciful? Does mercy make a difference? This course takes on these questions and more in its exploration of mercy in the Christian tradition. We will engage the 'art' or practice of mercy as revealed in scripture and theology. We will explore the 'art of mercy' developed in film, literature, music, and image. All of these resources point to that activity of mercy in remembering persons and relations into the wholeness and life of the Creation narrative.

Prerequisite: RTS210.

3 credits.

RTS399: Special Topics

The Religious Imagination and Film

Prerequisite: RTS210.

3 credits.

RTS410: Contemporary Christian Spirituality

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.

Prerequisite: RTS210.

3 credits.

RTS420: Introduction to the Pauline Epistles: Blinded by the Light

Core Complement Course in Religious and Theological Studies

This course will examine the emergence of Christianity through critical examination of the seven authentic letters of Paul. The historical context of the letters and Paul's theology will occupy the focus of the course.

Prerequisite: RTS210.

3 credits.

RTS430: Emerging Theologies

Core Complement Course in Religious and Theological Studies

Vatican II marked the first time in the history of the Church that Christians from almost every continent participated in a Council. This diversity had an immediate impact upon the theology of the Council. The lasting impact of this diversity can be seen in the many theologies that have emerged since the Council. In this course students will examine some of the voices that are contributing to the theological discourse in the post-councilar period, and the theologies that are emerging as a result. Some of the theologies studied in this

course will include ecumenical, liberation, feminist and contextual theologies that are applying different perspectives to address classic theological questions.

Prerequisite: RTS210.

3 credits.

RTS440: Jesus Christ through History

Core Complement Course in Religious and Theological Studies

Jesus has had a profound impact on Western consciousness. “Who is this man, Jesus?” Some of the greatest minds of Western civilization have grappled with this question. 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. This study can help students understand the meaning of Jesus for our world today.

Prerequisite: RTS210.

3 credits.

RTS450: Christian Ethics and Biomedical Issues

Core Complement Course in Religious and Theological Studies

How do rapidly changing biomedical technologies impact our sense of self, our relationships to others, and our future as a species? As citizens, both national and global, we are challenged to shape a world in which issues like in vitro fertilization, stem cell research, cloning, genetic manipulation, organ transplantation, just health care distribution, and end-of-life decisions are carefully analyzed and appropriately addressed. What insights might our moral and religious traditions bring to bear on such issues, and in turn what questions do biomedical technologies raise to moral and religious traditions? This course focuses primarily, but not exclusively, on Christianity and Western ethical viewpoints.

Prerequisite: RTS210.

3 credits.

RTS460: Christian Ethics and Leadership

Core Complement Course in Religious and Theological Studies

Modern technology offers great opportunities either to better the human condition or to diminish it. Such a situation demands morally sensitive and strong leaders. This course is designed to examine, within a moral frame of reference, the major contemporary themes associated with the crucial human activity of leadership. Particular emphasis will be placed on morally acceptable effective leadership in the light of fundamental Christian ethical themes and values. A selected number of case studies will focus on the American experience of leadership at home and abroad.

Prerequisite: RTS210.

3 credits.

RTS485: The Catholic Experience

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, the priesthood, as well as literature and film. Students will gain a holistic and critical appreciation of the tradition. Appropriate both for non-Catholics who seek an introduction and Catholics who seek increased understanding of their tradition.

Prerequisite: RTS210.

3 credits.

RTS490: The Jewish Experience

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 on Western culture and religions, 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, it will investigate contemporary forms of Judaism.

Prerequisite: RTS210.

3 credits.

RTS492: Islam

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.

3 credits.

RTS493: Hinduism

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.

3 credits.

RTS494: Buddhism

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.

3 credits.

RTS499: Independent Study

Course work arranged for Religious and Theological Studies majors seeking to pursue avenues of learning outside of the existing offerings of the department.

1-3 credits.

Social Work

Department Chair: Johnelle 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.

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
SWK215-216: Human Behavior and Diversity I and II.....	3, 3
SWK320-330: Methods of Practice I and II.....	3, 3
SWK360-370: Generalist Practice and Seminar I and II.....	4, 4
SWK403-404: Research Methods I and II.....	3, 3
SWK410: International Social Work.....	3
SWK421-422: Senior Field Seminar I and Senior Field Internship I.....	3, 3
SWK451-452: Senior Field Seminar II and Senior Field Internship II.....	3, 3
SWK470: Integrative Seminar.....	3
One 3-credit Social Work elective (3 credits).	
Three 1-credit Social Work electives (SWK020-SWK099) (3 credits).	

A Social Work major takes three 1-credit workshops designed to address issues concerning diversity, oppression, social justice, and/or special populations (SWK020-099) as one of the two required electives. Students intending to major in Social Work should complete SWK120 with a grade of C or higher. Majors are expected to achieve grades of C or higher in all Social Work courses.

SOCIAL WORK

Foundational Courses:

BIO110: Human Biology: Physiology and Health.....3

One of the following:

POL115: The American Political System: Its Institutions and Its Struggles.....3

POL120: Introduction to World Politics.....3

Curriculum Components

Students are orientated to the profession of Social Work in SWK120. Additional Social Work courses are arranged in five sequences: Social Policy (SWK190 and 410); Human Behavior and Diversity (SWK215 and 216); Research (SWK403 and 404); Methods of Practice (SWK320 and 330); and Field Experience (SWK360, 370, 421, 422, 451 and 452).

The Field Experience offers 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. Minors take a minimum of six courses (19 credits):

SWK120: Social Problems: Analysis by Race, Class and Gender.....4

SWK190: A History of Social Work and Social Welfare Policy.....3

SWK215: Human Behavior and Diversity I.....3

SWK216: Human Behavior and Diversity II3

Two 300-level Social Work electives (6 credits).

Social Work Courses

SWK120: Social Problems: Analysis by Race, Class and Gender

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.

This course is cross-referenced with SOC120.

4 credits.

SWK190: A History of Social Work and Social Welfare Policy

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. 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.

3 credits.

SWK215: Human Behavior and Diversity I

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.

3 credits.

SWK216: Human Behavior and Diversity II

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.

3 credits.

SWK320: Methods of Practice I

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 client problem-solving situations. 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 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.

3 credits.

SWK330: Methods of Practice II

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. 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.

Prerequisite: SWK320.

3 credits.

SWK360: Generalist Practice and Seminar I

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.

4 credits.

SWK370: Generalist Practice and Seminar II

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.

4 credits.

SWK399: Special Topics

The department periodically offers courses of particular interest to Social Work majors.

3 credits.

SWK403: Research Methods I

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. 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.

3 credits.

SWK404: Research Methods II

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. In addition to conducting a single-case study to evaluate the effectiveness of a practice intervention, 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.

3 credits.

SWK410: International Social Work

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.

Senior Social Work majors and others interested in the international arena.

3 credits.

SWK421: Senior Field Seminar I

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.

3 credits.

SWK422: Senior Field Internship I

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 in social service agencies. Agencies are carefully selected based on students' interests and their 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.

3 credits.

SWK451: Senior Field Seminar II

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.

3 credits.

SWK452: Senior Field Internship II

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.

3 credits.

SWK470: Senior Integrative Seminar

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.

3 credits.

SWK499: Independent Study

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

Prerequisite: Written proposal approved by department Chair.

3 credits.

Elective Courses**SWK340: Working with Children and Youth**

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 Chair and either SWK120, SOC110 or PSY100.

3 credits.

SWK350: Working with Families

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 Chair and either SWK120, SOC110 or PSY100.

3 credits.

SWK390: Working with Alcoholic and Other Drug Dependent Individuals and Families

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 Chair, and either SWK120, SOC110 or PSY100.

3 credits.

SWK395: Working with the Elderly

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 Chair and either SWK120, SOC110 or PSY100.

3 credits.

SWK396: International Field Experience and Seminar in Belize

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 healthcare 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.

3 credits.

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

SOCIAL WORK

SWK064: Non-Violent Strategies

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

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: Sobeyl M. Amini, Ph.D.

The Department of Sociology and Anthropology strives to present students with a theoretical and analytical frame of reference through which to view and comprehend the complexities of the modern and postmodern worlds. The Department employs a global, comparative, and multidisciplinary approach to the study of social interaction. As active members of the family of social sciences, both Sociology and Anthropology focus primarily on the study of the functioning of human collectivities in the midst of ecological, cultural, political, economic, and religious realities.

Challenges and opportunities arising from a rapidly changing and ever-shrinking world, and the advent of viable alternative forms of virtual community, present exceptional research opportunities for both Sociology and Anthropology.

The Department offers a major in Sociology (B.A.), as well as minors in both Sociology and Anthropology. Additionally, the Department offers a field of specialization in Women's Studies. Majors in Sociology have access to learning opportunities necessary for professional employment and graduate study.

Major in Sociology (B.A.)

The curriculum has been organized so that students develop a conceptual framework for the study of Sociology. Students majoring in Sociology complete a total of 10 courses (30 credits):

SOC110: The Sociological Perspective	3
SOC/APG311: Social Theory	3
SOC330: Social Stratification and Social Inequality	3
SOC/APG412: Research Methods	3
SOC470: Senior Seminar	3
SOC491: Internship	3
Four additional sociology electives (12 credits), one of which is an upper level elective.	

Transfer students may apply no more than two courses to the major.

SOCIOLOGY AND ANTHROPOLOGY

Major in Sociology with concentration in Women’s Studies (B.A.)

Students majoring in Sociology with a concentration in Women’s Studies complete 10 courses (30 credits):

SOC110: The Sociological Perspective	3
SOC243: Gender, Sexuality, and Society.....	3
SOC/APG311: Social Theory	3
SOC330: Social Stratification and Social Inequality	3
SOC/APG412: Research Methods	3
SOC470: Senior Seminar	3
SOC491: Internship	3
Three additional interdisciplinary courses (9 credits) focusing on women.	

Minor in Sociology

Students completing a minor in Sociology take six courses (18 credits):

SOC110: The Sociological Perspective	3
SOC/APG311: Social Theory	3
SOC330: Social Stratification and Social Inequality	3
Three sociology electives (9 credits)	

(Transfer students may apply no more than two courses to the minor.)

Minor in Sociology/Anthropology with concentration in Women’s Studies

Students completing a minor with concentration in Women’s Studies complete six courses (18 credits)

SOC110: The Sociological Perspective	3
SOC243: Gender, Sexuality, and Society.....	3
or APG230: Gender & Sexuality; Cross-Cultural Perspectives	3
SOC/APG311: Social Theory	3
SOC330: Social Stratification and Social Inequality	3
APG335: Globalization and Cultural Dynamics	3
Two additional interdisciplinary courses (6 credits) focusing on women.	

Five-Year Program Leading to the Master of Arts in International Relations

The University offers an accelerated program of study leading to both Bachelor’s and Master’s degrees. This program is designed for the University’s highly motivated and qualified undergraduates.

Candidates apply to the Five-Year program by the end of their junior year. Applicants should have a grade point average of 3.3 and should expect to take four graduate courses for 12 credits in their senior year. The total number of credits a student takes to complete the Five-Year program with a Bachelor’s and Master’s degree is 152 credits. Final acceptance is conditioned on the successful completion of the undergraduate degree and the four graduate courses.

Sociology Courses**SOC110: The Sociological Perspective**

Core Complement Course in Social Sciences

This course introduces students to the basic concepts of sociology; in particular, it brings traditions, ideas, and aspirations of society into the present-day reality by studying the possibilities and limitations of that society. In this way, sociology is able to make connections that are not obvious and to ask challenging questions about present reality. While it recognizes the need for critical research, it also recognizes that such research does not take place in a vacuum.

3 credits.

SOC120: Social Problems: Analysis by Race, Class, and Gender

Core Complement Course in Social Sciences

Students develop an understanding of the nature of social problems and their effects on individuals, families, and commitments, 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.

3 credits.

SOC211: Race and Ethnic Relations

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.

3 credits.

SOC214: Sociology of Marriages and Families

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.

3 credits.

SOC216: Sociology of the Internet

This course undertakes an introductory, yet broad, exploration of the rapidly expanding universe of the Internet as an authentic virtual global space, which is used for the formation of viable virtual communities and cyber cultures. Additionally, social, political, and economic ramifications of the Internet communities are investigated. The central role of the Internet in the advent of globalization is a main thread which runs through the various segments of the course. Virtual social communities such as Facebook and Myspace are discussed and visited regularly. Issues such as risk, anonymity, hybridity, and sexuality, among other themes, will be explored further.

3 credits.

SOC225: Globalization, Social Change, and Social Movements

The intensification of worldwide social relations aided by advanced communications is creating a new global community in which the modern spatial and temporal constraints are unraveling. The process of globalization is transforming political, economic, and cultural institutions in an unprecedented manner. This course will attempt to clarify what globalization is, and how it is affecting the existing relationships among the various societies around the world. As the new forces of globalization are unleashed, new social movements are created to either promote its agenda and to facilitate its further penetration into local economies and cultures; or to resist the spread of its undesirable byproducts through the formation of new and vibrant local movements.

3 credits.

SOC230: Sociology of the Middle East and Islam

This course provides the student with a broad-based, comparative, cross-cultural perspective on the Middle East and its pivotal role in affecting the global economics and politics. Islam and its profound role in shaping the Middle East societies is closely examined. Regional conflicts, global tensions, and the formation of new social forces around the ideas of secularism, fundamentalism, and religious radicalism are among the key discussion topics.

3 credits.

SOC240: Science, Technology, and Society

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.

3 credits.

SOC243: Gender, Sexuality, and Society

Drawn from various fields of knowledge, the content of this course is presented within the historical and cultural contexts of a global society. The search for a broader view of today's women is focused on current research related to expanding knowledge on gender and sexuality and their interaction with large social institutions, and individual patterns of behavior that affect women's positions in modern and postmodern society.

3 credits.

SOC272: Population Studies

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.

3 credits.

SOC/APG311: Social Theory

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: SOC110 or APG 100 and junior/senior standing.

3 credits.

SOC317: Deviant Behavior

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.

3 credits.

SOC330: Social Stratification and Social Inequality

Core Complement Course in Social Sciences

Exploring a critical subject for the students of social sciences, this course presents a comprehensive sociological framework through which we may study the U.S. and global social stratification and social inequality and their effects on the distribution of wealth, power, and prestige. Some of the competing and complementary sociological theories are presented to further analyze the effects of universal social inequality on individuals, communities, as well as the larger social institutions.

Prerequisite: SOC110/APG110 and junior/senior standing.

3 credits.

SOC399: Special Topics

Courses of particular sociological interest as determined by the Department and offered on an irregular basis.

3 credits.

SOC/APG412: Research Methods

This course examines the processes and techniques of sociological research from the initiation of the project through research design and data collection.

Prerequisites: SOC110 or APG 100 and junior/senior standing.

3 credits.

SOC417: Sociology of Religion

This course examines the religious phenomenon from a sociological perspective. It explores the various ways in which religion influences society and is in turn influenced by it. It examines issues such as social change, social conflict and power as they relate to religion. The course seeks to familiarize the student with the historical development of the discipline, with some of its major thinkers and theories, and with its present development as well as projections for the future.

3 credits.

SOC470: Senior Seminar

In addition to several readings, students focus on qualitative research and the completion of and ethnographic study.

Prerequisite: Senior Sociology major and permission of department Chair.

3 credits.

SOCIOLOGY AND ANTHROPOLOGY

SOC491: Internship

3 credits.

SOC499: Independent Study

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

Prerequisite: Proposal approval by Department of Sociology.

3 credits.

One-Credit Workshops

SOC030: First Amendment and Religious Profiling

SOC031: Globalization

SOC060: Race, Class and Health

SOC061: The Internet Generation & the Adolescent Experience

SOC064: Non-Violent Strategies

SOC065: Affordable Housing

SOC067: Issues in Immigration

SOC071: Cultural & Differential Abilities Across the Lifespan

SOC072: Human Sexuality Across the Lifespan

SOC073: Traumatic Experiences Across the Lifespan

SOC074: Environmental Issues in the 21st Century

SOC075: Critical Issues in Presidential Elections

SOC077: Trends in the Workplace

SOC083: Non-Violence and Mediation

SOC084: Historical, Political, and Sociological Aspects of Baseball in America
1950 to Present

SOC086: Effecting Change at State and Local Levels

SOC089: Historical, Political, and Sociological Aspects of U.S. and R.I. Baseball
up to 1950

SOC090: Ethnicity, Class, and Children

SOC091: Gender Specific Health Care

SOC092: Political and Social Issues of Gambling

SOC093: Sexuality and Alcohol

SOC094: Domestic Violence: Analysis and Response

SOC095: Risk Management in Human Services

SOC096: The Immigrant Experience

SOC097: Pet Assisted Therapy

SOC099: War: A Means for Peace?

Anthropology

Anthropology is the holistic study of humanity, including both its past and present, aimed at fostering a greater understanding and sensitivity for cultural diversity. The Anthropology program provides a minor in Cultural Anthropology, with the objective of providing students with a humanist perspective suitable for success in a globalizing world.

Minor in Anthropology

Students wishing to minor in Anthropology take six courses (18 credits). Required courses:

APG110: Human Diversity: An Introduction to Anthropology	3
APG/SOC311: Social Theory	3
APG335: Globalization and Cultural Dynamics	3
Three anthropology electives (9 credits).	

Anthropology Courses

APG110: Human Diversity: An Introduction to Anthropology

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.

3 credits.

APG200: Cultural Anthropology

Cultural Anthropology is the study of living cultures from the full range of human experience. This course introduces students to cross-cultural interpretations of diverse social institutions and value systems, featuring case studies from different parts of the globe.

3 credits.

APG230: Gender and Sexuality: Cross-cultural Perspectives

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?

3 credits.

APG/SOC311: Social Theory

Cross-listed as SOC311- See description in Sociology course listing.

3 credits.

SOCIOLOGY AND ANTHROPOLOGY

APG322: Language and Culture

This course provides a study of the evolution of language and comparison of several human and non-human systems of communications. Primate communication and socio-linguistics will also be examined.

3 credits

APG335: Globalization and Cultural Dynamics

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.

3 credits

APG399: Special Topics

3 credits

APG/SOC412: Research Methods

Cross-listed as SOC412 - See description in Sociology course listing.

3 credits

APG499: Independent Study

Individualized research projects.

3 credits

Theatre Arts

Department Chair: Patricia Hawkridge, M.F.A.

Theatre is a collaborative art form. Theatre Arts provides students the opportunity to master the literary background of the theatre and to acquire skills and techniques in preparation for professional theatrical careers. The course of study is designed to aid students in understanding 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: two as crew members; two as performers.

THEATRE ARTS

Major in Theatre Arts (B.A.)

Students electing to major in Theatre Arts complete the following 19 courses (51 credits):

THE003: Regional Theatre	1
or THE004: New York Theatre	1
THE008: Stage Management	1
THE101: Introduction to Theatre Arts	3
THE102: Introduction to Acting and Improvisation.....	3
THE110: Movement for the Actor.....	3
THE201: Voice and Diction	3
THE202: Auditioning Techniques	3
THE211: Theatre History I	3
THE212: Theatre History II.....	3
THE231: Makeup I: Stage and Film.....	3
THE241: Script Analysis.....	3
THE274: Introduction to Drama Theory and Criticism.....	3
THE301: Scene Study: Classical Theatre.....	3
THE302: Scene Study: Contemporary Theatre.....	3
THE334: The History and Use of Costume on the Stage.....	3
THE335: Stagecraft.....	3
THE461: Directing.....	3
THE485: Thesis Preparation.....	1
THE490: Senior Thesis	3

Minor in Theatre Arts

Students completing a minor in Department of Theatre Arts take six courses (18 credits).

Required courses:

THE101: Introduction to Theatre Arts	3
THE102: Introduction to Acting and Improvisation.....	3
THE212: Theatre History II	3

Select one of the following concentrations in acting or technical theatre:

Acting: Two 3-credit acting courses (6 credits) and one 3-credit technical theatre course (3 credits).

Technical Theatre: One 3-credit acting course (3 credits) and two 3-credit technical theatre courses (6 credits).

Minors are expected to participate in two Department of Theatre Arts productions: one as a crew member; one as a performer.

Minor in Dance

Students completing a minor in Dance take 18 credits. Required courses.

THE303: Dance History	3
THE304: Kinesiology for Dancers, Actors, Athletes.....	3
THE452: Choreography.....	3

Three credit elective approved by the department Chair.

Six 1-credit dance courses (6 credits).

(Maximum of 2 credits from THE370: Extensions Dance Company)

Theatre Arts Courses**THE003: Regional Theatre**

This course is designed to provide the student with the opportunity to view and reflect on a professional production in Massachusetts or Connecticut.

Course is repeatable.

1 credit.

THE004: New York Theatre

This course is designed to provide the student with the opportunity to view and reflect on a professional Broadway production in New York City.

Course is repeatable.

1 credit.

THE008: Stage Management

This course provides the student with a complete examination of the duties of a theatrical stage manager detailing involvement in every aspect of theatre work.

Course is repeatable.

1 credit.

THE101: Introduction to Theatre Arts

Core Complement Course in Visual and Performing Arts

This course offers students an overview of many aspects of contemporary theatre, including the Broadway stage, regional and international, theatre history, dramatic criticism, and facets of production both performance and technical.

3 credits.

THE102: Introduction to Acting and Improvisation

Through the study of various theories combined with improvisations, observations, and practice, students learn how to practically apply the basic principles and techniques of effective, imaginative, and honest stage acting.

3 credits.

THE110: Movement for the Actor

This course teaches students the fine art of movement, allowing students to be comfortable and effective in physical communicative skills.

3 credits.

THE201: Voice and Diction

Vocal Techniques of breathing, resonance, phrasing, emphasis, and tempo are studied with the goal of developing a universal and formal speech pattern.

3 credits.

THE202: Auditioning Techniques

This course teaches the beginning actor the mechanics of selecting, rehearsing, and presenting scenes, monologues, and songs from the theatre. Careers in the theatre are studied, and the preparations (auditioning, photos, resumes) for such careers are emphasized.

3 credits.

THE211: Theatre History I

Core Complement Course in Visual and Performing Arts

This course surveys the theatre from its classical beginning to the Restoration era, emphasizing the development of the physical theatre and dramatic forms. Field trips to local stage houses and attendance at plays in the area will be included when feasible.

3 credits.

THE212: Theatre History II

Core Complement Course in Visual and Performing Arts

This course surveys the theatre from the 18th Century to the Contemporary Scene.

3 credits.

THE231: Makeup I: Stage and Film

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. The student will also be introduced to the art of mask making and the various techniques required for stage, film, television, and advertising. An historical perspective of makeup styles and fashions will also be studied. Along with the theoretical aspects of makeup, the student will be exposed to the practical aspects of stage makeup by completing a required number of laboratory hours during the semester's scheduled productions.

Lab hours required, plus lab fee.

3 credits.

THE232: Makeup II: Prosthetic Techniques

This course involves the students with the materials and techniques necessary for the making and application of three-dimensional prosthetic makeup. Special emphasis is placed on developing a working knowledge of facial anatomy and sculpture as it applies to makeup for film, television, and stage. Students will be required to design an original, three-dimensional makeup using a minimum of three cast pieces. Demonstrations will include an introduction to the making of foam latex appliances, ventilated hairpieces, and false teeth for theatrical use.

Lab hours required, plus lab fee.

Prerequisite: THE231 or permission of the instructor.

3 credits.

THE241: Script Analysis

Script analysis is a necessary technique for all theatre artists. Directors, actors, and designers all take their cues from the written text. Students will learn how to evaluate a playscript as a preparation for production. Selected plays from classical to contemporary will be used to explore the process of analysis.

3 credits.

THE244: Touring Theatre

Student actors and student technicians will be taught the techniques necessary in the touring process. Students will create and perform scripted and improvisational material for and with various populations within the community; including, but not limited to, middle and high school students and the elderly.

3 credits.

THE251: Modern Dance Technique

This course will increase awareness of the principles of movement dynamics and proficiency in Modern Dance technique at all levels. Techniques covered will include the study of breath, kinesthesia, centering, and projection.

Course is repeatable.

1 credit.

THE252: Jazz Dance Technique

This course will acquaint students with principles of rhythm, energy, and focus, as related to Jazz Dance technique at all levels. Techniques covered will include jazz walks, arms, steps, turns, combinations, and routines. This course is an excellent exercise course as well as a dance course.

Course is repeatable.

1 credit.

THE255: Ballet Technique

This course will increase the student's understanding and knowledge of classical Ballet technique at all levels. Techniques covered will include barre work, center work, and specific techniques such as pirouettes, beats, and big jumps.

Course is repeatable.

1 credit.

THE261: Public Speaking: Theory and Practice

Using the close connection between writing and speaking, this course provides an introduction to informative and persuasive speaking. After completing a series of short presentations, students create, research, and organize longer talks and learn how to enhance presentations with multi-media visuals.

3 credits.

THE265: Stage Combat

This course will explore the fundamental techniques of stage combat including hand-to-hand combat, single blade swashbuckling, small sword pointwork, rapier-dagger, broadsword, quarterstaff, and found-object weapons. Historical context and the history of personal combat will be an integral part of this training. In addition, slapstick comedy techniques, illusions of contact, incidental contact, basic tumbling techniques, and elementary juggling will be introduced. Special attention will be paid to the unique acting problems presented by stage combat.

3 credits.

THE274: Introduction to Drama Theory and Criticism

From a basis of classical dramatic theory and of general theatre history and aesthetics, this course examines the major writings in dramatic criticism and the development of various types of theories of dramatic art and performance.

3 credits.

THE301: Scene Study: Classical Theatre

This lab course focuses on the styles of acting from the Classical, Elizabethan, Restoration, and the Victorian eras.

Prerequisite: THE102 or permission of the instructor.

3 credits.

THE302: Scene Study: Contemporary Theatre

This course focuses on eclectic acting styles in the Contemporary Theatre, along with selecting and presenting scenes from this period. Rehearsal techniques and script analysis will also be covered.

Prerequisite: THE102 or permission of the instructor.

3 credits.

THE303: Dance History

This course surveys the history and development of dance from the Classical Period to the 21st century.

3 credits.

THE304: Kinesiology for Dancers, Actors, Athletes

This course provides a study of the structure and functions of the human body, allowing for an awareness of its innate capabilities in movement.

3 credits.

THE305: Introduction to Dance

This course is designed for the beginning dance student who has little to no prior dance experience. Class work will explore ballet, modern, and jazz, technique styles, while focusing on rhythm, musicality, and coordination. Students will learn the fundamentals of dance techniques with attention to alignment and spatial awareness. Class assignments include viewing and critically assessing live and pre-recorded dance concerts.

1 credit.

THE334: The History and Use of Costume on the Stage

The theoretical and practical aspects of costuming for the theatre are covered through a lecture-laboratory format. The history of fashion and theatrical costume is studied to enable an actor to develop an understanding and appreciation of this integral part of theatre. How the costume affects the movement and character of the actor is also explored and defined. The student, upon completion of this course, will be able to analyze and execute a costume plot.

3 credits.

THE335: Stagecraft

This course provides practical study of the fundamentals of stage carpentry including training in the proper use of tools and various scenic materials. The course is designed as a studio course in which students work on individual projects and on the construction of scenery for main stage and laboratory productions.

3 credits.

THE336: Introduction to Scene Design

Scene design emphasizes practical application of basic design principles to modern staging methods. This course stresses the function of scene design in its relation to the play and the visual contribution of design to the production as a whole.

3 credits.

THE343: Theatre for Children and Youth

This course centers on the presentation of plays for children; covering play selection, preparation of the scripts, casting, rehearsing, and producing.

3 credits.

THE344: Oral Interpretation

Students practice selecting, adapting, and arranging a variety of written materials for group and individual performances. The techniques involved in choral readings, Readers' Theatre, and Chamber Theatre will also be explored.

3 credits.

THE350: Ballroom Dance

This course will incorporate lead and follow skills; musicality; basic patterns and variations, timing, technique and style. Beginners welcome. No partner necessary.

1 credit.

THE353: Tap Dance

A rudimentary course in the art of tap dancing. Students will be expected to wear proper dance attire as well as tap shoes.

1 credit.

THE354: Dance for the Musical Theatre

This is an intermediate/advanced dance course that enables the student to experience the period styles of dances, i.e. waltzes, tangos, swing, foxtrot, in period stage musicals from the beginning of the 20th century to the present.

1 credit.

THE360-361: Production I, II

These courses focus on the real theatre by offering the student the opportunity to acquire academic credit through creative participation in one of the University's main stage productions. Choices of productions include acting, scenic and lighting design, set construction, property construction, stage management, box office management, publicity, makeup, and costume design.

3 credits each.

THE370: Extensions Dance Company

This course will provide the Department of Theatre Arts' dance company with various technique classes rehearsal sessions with company choreographers, and performance opportunities.

By audition only. Course is repeatable.

For 0 or 1 credit.

THE371: SRU Improv Troupe

This course will provide the Department of Theatre Arts' Improv Troupe with improvisational comedy technique skill; rehearsal sessions with the artistic director and guest artists and performance opportunities.

By audition only. Course is repeatable.

For 0 or 1 credit.

THE399: Special Topics

Past special topics include: Breaking the Silence: A Public Speaking Course for Women (3 credits), Controversial Plays of the Contemporary Theatre (3 credits), Introduction to Theatrical Design (3 credits), and Introduction to Salsa Dancing (1 credit).

1-3 credits.

THE401: Acting in Film and Television

This course explores stage techniques, adapted, modified, and condensed for acting in film and television.

3 credits.

THE402: Performance in Musical Theatre

The performance skills of acting, voice, and dance will be integrated and displayed by the student, under the direction of an artistic director, a music director, and a choreographer. Scenes from musicals will be performed and critiqued.

3 credits.

THE452: Choreography

This choreography course culminates in a dance concert or musical comedy when feasible. Aspects of costuming, music, and lighting, as they enhance the dances, are included.

3 credits.

THE453: Theatre Management

This course provides a behind-the-scenes study of the monetary aspects of producing and maintaining a production's budget, with research into ancillary careers available in the world of show business other than technical or performance.

3 credits.

THE454: Introduction to Lighting Design and Instrumentation

This course explores the theories and techniques of lighting. Emphasis will be placed on script analysis, instrumentation, equipment characteristics, and use of color.

3 credits.

THE461: Directing

This course provides instruction and practical experience in the art of staging plays. All aspects of directing will be addressed, including selection of material, script analysis, casting, rehearsal procedures, techniques of communication with the actor, and the coordination of scenery, lighting, costumes, makeup and theatre management, into a unified production.

3 credits.

THE485: Thesis Preparation

Students will choose a theme, research it, and compile material to create a script to be developed from page to stage.

Prerequisite: Senior status only. Fall semester.

1 credit.

THE490: Senior Thesis

Senior theatre majors will prepare and perform in Senior Thesis Shows at the end of the semester. Each senior will have a half hour or less to exhibit his or her techniques and skills in acting, voice, and choreography. Students also have to be responsible for all technical aspects of their thesis.

3 credits.

THE491: Internship in Theatre

3 credits.

THE499: Independent Study in Theatre

1-3 credits.

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.

Students interested in applying for VIA are encouraged to take a VIA section of the Core Curriculum Portal Course (GST150), but this is not required.

Sophomore Theme: Interpretations

The second year looks at the wide variety of Interpretation 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*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. (source: University Mission Statement). 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.

3 credits.

VIA220: Destructive Interpretations of the Good Life

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?

3 credits.

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.

VIA/PSY255: Psychology of Prejudice*Core Complement Course in Social Sciences*

This course provides students with an opportunity to see how the discipline of psychology studies prejudice, stereotyping, and discrimination. Students will explore a variety of topics including stigmatization, racism, sexism, anti-Semitism, genocide, and heterosexism, examine their effects, and consider how such effects can be prevented or ameliorated.

This course is a VIA section of PSY255 and fulfills a core complement social sciences requirement.

Prerequisite: PSY100 recommended.

3 credits.

VIA321: Thinking Globally, Acting Locally

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.

3 credits.

Senior Theme: Integration

Integration or the unifying of learning and experience into a coherent whole is one of the goals of a liberal 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.

VIA/ENG205: Contemporary Global Literature: Integration in Writing

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.

3 credits.

VIA/RST410: Contemporary Christian Spirituality: Integration in Speaking

Core Complement Course in Religious 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 and 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, to listen carefully and change their minds when confronted with better ideas.

This course is a VIA section of RST410 and fulfills the core complement religious studies requirement.

Prerequisite: RST210.

3 credits.



Full-time Faculty

Nadia Abgrab-Noormohamed

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

Camille A. Allen

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

Soheyl M. Amini

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

George P. Antone

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

M. Therese Antone, RSM

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

Lucia M. Arruda

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

Ronald W. Atkins

B.A., Roger Williams College
M.A., Ph.D., Salve Regina University
Associate Professor/Business Studies

Norma M. Bailey

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

Brydie Jo Baker

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

Jane Harrington Bethune

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

Christine A. Bond

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

Rocio A. Borrero

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

Luigi Bradizza

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

FACULTY

Michael T. Brady

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

John Buckley, FSC

B.A., Catholic University of America
M.A., Manhattan College
Ph.D., New York University
Professor/History

Michael Anton Budd

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

Jamie Carlone

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

Jameson F. Chace

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

Joan Chapdelaine

B.S., Salve Regina University
M.S., Boston University
M.S., Salve Regina University
Ph.D., Walden University
Professor/Health Services Administration

Patricia Combies

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

Craig Condella

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

Craig Coonrod

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

Carmel M. Coughlan

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

Daniel M. Cowdin

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

Linda M. Crawford

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

Debra Curtis

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

Joan B. David

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

Peter A. Davis

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

Thomas Day

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

Dean E. de la Motte

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

Michael DiMaio

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

Myra E. Edelstein

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

Bert S. Emerson

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

Madeleine Esch

B.A., University of St. Thomas
 M.A., University of Iowa
Instructor/English

Lois M. Eveleth

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

Lissa F. Fernandez

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

Thomas P. Flanagan

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

Mary Foley

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

Arthur Frankel

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

Eula W. Fresch

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

James Garman

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

Jane Gerety, RSM

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

Symeon A. Giannakos

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

Jennifer A. Gianquitti-Dech

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

Carol E. Gibbons

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

Maria Gilman

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

FACULTY

Sally Gomaa

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

Alice Tesch Graham

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

Eileen Gray

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

Elisabeth O. Gray

B.A., George Washington University
M.A., Catholic University of America
M.S., Wheelock College
Professional Lecturer/Education

John J. Greeley

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

Mary Louise Greeley

B.S., University of Massachusetts
at Dartmouth
M.S., Rhode Island College
Ph.D., College of Medicine, University
of Florida
Professor/Biology

Madeleine Gregoire, DHS

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

Khalil Habib

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

Donna Harrington-Lueker

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

Patricia A. Hawkrige

B.A., Rhode Island College
M.F.A., George Washington University
Associate Professor/Theatre Arts

Jayne Hennessy

B.Mus., Barrington College
M.A., Providence College
S.T.L., S.T.D., Weston Jesuit School of
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Professor/Philosophy

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J.D., Rutgers University
Professor/Administration of Justice

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M.A., Xavier University
Ph.D., University of Toronto
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 M.A., Ph.D., Boston College
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Northridge
M.A., Ph.D., Columbia University
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Languages*

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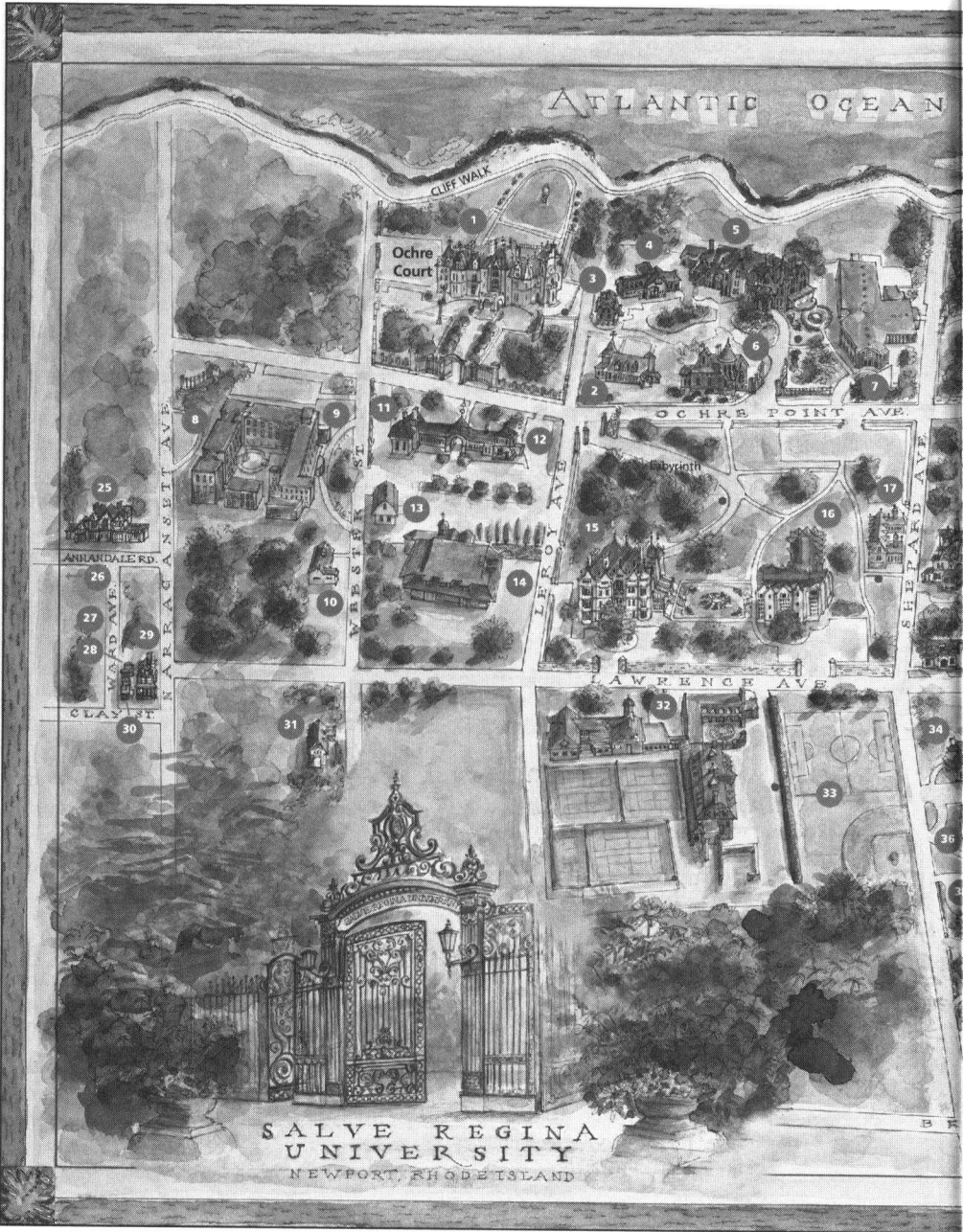
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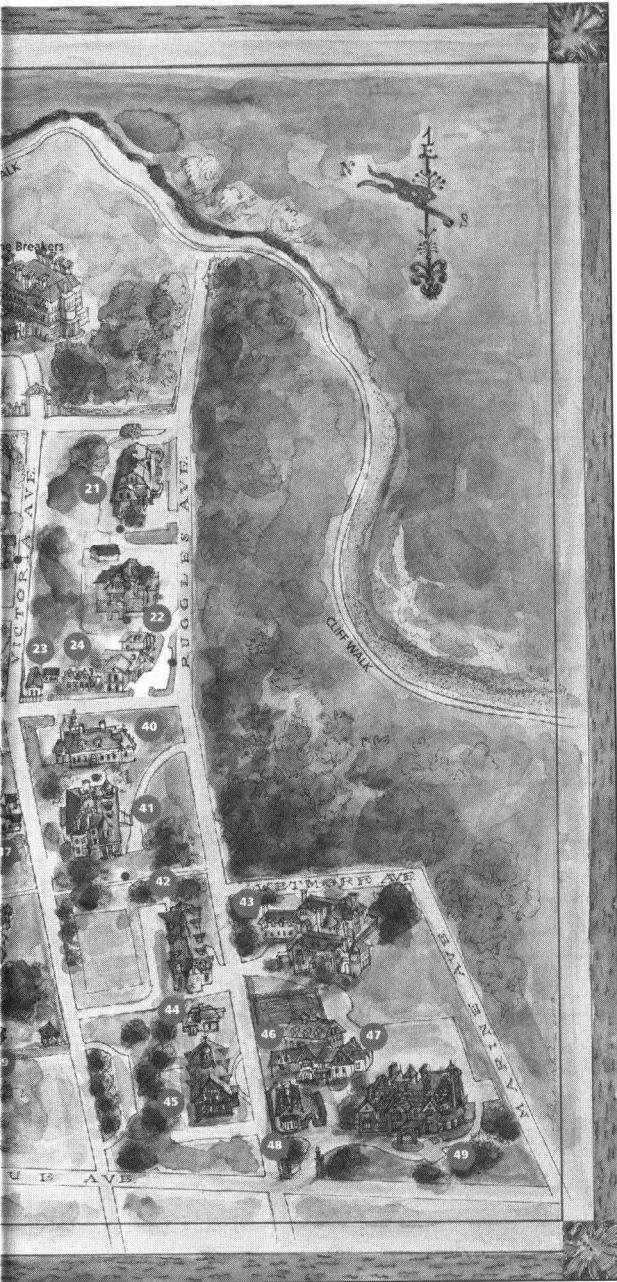
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CAMPUS MAP



• Blue light emergency call boxes (freestanding call boxes are located at the entrance to each student residence.)



LEGEND

1. Ochre Court
2. Our Lady of Mercy Chapel & Spiritual Life Center
3. Marian Hall
4. Angelus Hall**
5. McAuley Hall**
6. Gatehouse
7. O'Hare Academic Center**
8. New Residence*
9. Miley Hall*
10. 162 Webster Street*
11. Stonor Hall
12. Drexel Hall
13. Tobin Hall (Security Office)
14. Rodgers Recreation Center
15. Wakehurst**
16. McKillop Library**
17. Munroe Center
18. Hunt/Reefe Halls*
19. Moore Hall*
20. McLean House
21. Ochre Lodge*
22. Nethercliffe*
23. 87 Victoria Avenue
24. Graystone Cottages
25. Conley Hall
26. Office of Facilities
27. Grounds Garage and Offices
28. Narragansett I*
29. Narragansett Hall*
30. Narragansett II*
31. 134 Webster Street*
32. Antone Academic Center
33. Reynolds Field
34. Graduate Studies and Continuing Education**
35. 80 Victoria Avenue*
36. Carnlough Cottage*
37. 74 Victoria Avenue*
38. Watts Sherman House*
39. President's House
40. The Hedges*
41. Founders Hall*
42. Wallace Hall*
43. Carey Mansion* & Cecilia Hall**
44. 204 Ruggles*
45. Stoneacre*
46. Seaview Hall*
47. Fairlawn*
48. French Cottage
49. Young Building*/**

* student residences

** classrooms and/or
faculty offices



100 Ochre Point Avenue
Newport, Rhode Island 02840

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