SALVE REGINA UNIVERSITY

Graduate and Professional Studies Catalog 2024–2025

SALVE REGINA
UNIVERSITY

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GRADUATE AND PROFESSIONAL STUDIES CATALOG

Salve Regina University

A Catholic University in the Mercy Tradition

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

Salve Regina University reserves the right to change without notice any statement in this publication concerning, but not limited to, rules, policies, tuition, fees, faculty, curricula, and courses.

This catalog is not a contract or an offer of a contract.

Salve Regina University
100 Ochre Point Avenue
Newport, RI 02840-4192
salve.edu (https://salve.edu/)

Introduction

History

In 1934, the state of Rhode Island granted a charter to the Sisters of Mercy of Providence for a corporation named Salve Regina College. In 1947, following more than a dozen years of careful preparation, the turn-of-the-century Newport mansion Ochre Court was gifted to the college corporation, enabling Salve Regina to welcome its first class of 58 students that Fall. Salve Regina became coeducational in 1973 and achieved university status in 1991, at which time the school's charter was amended to change the name of the corporation to Salve Regina University.

Salve Regina's story continues today with faculty and administration preparing students for active roles within a global society. The University enrolls more than 2,800 men and women from 44 states and 28 nations and boasts over 14,000 alumni. The rigorous course of study integrates responsible citizenship and public service, while the interconnection of academic programs forms a foundation for students to reflect and learn within the context of mercy values.

Mission of the University

As a 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

The University is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.). Accreditation of an institution of higher education by NECHE 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 Commission 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 Commission should be directed to the administrative staff of the institution. Individuals also may contact:

New England Commission of Higher Education
301 Edgewater Place, Suite 210
Wakefield, MA 01880
(781) 425 7785
E-mail: info@neche.org

Specialized Accreditations

- The master's degree program in behavior analysis is accredited by the Association for Behavior Analysis International Accreditation Board (https://www.abainternational.org/welcome.aspx).
- The business studies programs are accredited by the International Assembly for Collegiate Business Education (http://iacbe.org/).
- The early childhood, elementary, secondary and special education programs are approved by the Rhode Island Department of Education (https://ride.ri.gov/). Rhode Island is a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC).
- The nursing programs are accredited by the American Association of Colleges of Nursing's Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE/) and are also approved by the Rhode Island Nurse Registration and Nursing Education Board (http://www.health.ri.gov/partners/boards/nurseregistrationandnursingeducation/).
- The 48 credit hour graduate rehabilitation counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (https://www.cacrep.org/).
- The social work bachelor's program is accredited by the Council on Social Work Education (http://www.cswe.org/).
- The visual arts bachelor's programs are accredited by the National Association of Schools of Art and Design (https://nasad.arts-accredit.org/).

State Authorization

Salve Regina is authorized to offer online education under the National Council for State Authorization Reciprocity Agreements, which covers 54

states and U.S. territories and is administered by four regional education compacts. Salve Regina is a member of the New England Board of Higher Education compact. Professional licensure disclosures may be found at this link: State authorization and professional licensure (https://salve.edu/state-authorization-professional-licensure/).

Memberships

The University is a member of the following organizations:

- American Association of Colleges and Universities (AAC&U)
- American Association of Colleges for Teacher Education (AACTE)
- American Association of Colleges of Nursing (AACN)
- American Association of Collegiate Registrars and Admission Officers (AACRAO)
- American Council on Education (ACE)
- Association of Catholic Colleges and Universities (ACCU)
- Association of Governing Boards (AGB)
- Association of Independent Colleges & Universities of Rhode Island (AICU-RI)
- College Board
- Conference for Mercy Higher Education (CMHE)
- Council for the Advancement and Support of Education (CASE)
- Council for Higher Education Accreditation (CHEA)
- Council of Independent Colleges (CIC)
- National Association of College Admission Counseling (NACAC)
- National Association of Independent Colleges and Universities (NAICU)

The University participates in Division III of the National Collegiate Athletic Association and its regional subdivisions.

Disability Accommodations

Salve Regina University is committed to providing equal access for students with disabilities to all of its programs and services in accordance with the Americans with Disabilities Act (ADA) of 1990, and Section 504 of the Rehabilitation Act.

If you have a disability that entitles you to instructional or other accommodations, you must register with Student Accessibility Services and arrange to provide them with documentation of your disability. The Office is open Monday – Friday 8:00am – 4:00pm EST, and can be reached by phone (401-341-3150) or via email (accessibilityservices@salve.edu). Student Accessibility Services will provide you with letters of accommodation for your professors as appropriate. You should arrange to speak with the professor as soon as possible (ideally within the first few weeks of class) to discuss arrangements for implementing your accommodations.

Student Rights and Responsibilities

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

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

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

Admissions

Admission to Salve Regina University is competitive. In reviewing applications, the admissions committee looks at a variety of factors, including academic achievement, personal statement, resume, and letters of recommendation. To be considered for admission, interested students must apply for a degree or certificate program by completing the application process described at salve.edu/graduate-admissions (https://salve.edu/graduate-admissions/). All prospective students are encouraged to contact the Office of Admissions (https://salve.edu/graduate-admissions/), the Office of Graduate and Professional Studies (https://salve.edu/graduate-and-professional-studies/) as well as the graduate program director for their intended program of study for more information. Applications are accepted throughout the year.

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

International students should also refer to the section on "International Students" (below) for additional information on applying, requirements and restrictions.

Admitted students have one year from their initial start term to defer or accept our offer of admission and enroll. If students do not enroll in that time frame, they will need to reapply. Students who are away for more than one year are asked to contact the Office of Admissions (https://salve.edu/graduate-admissions/).

Non-matriculated Status

Those with baccalaureate degrees or higher who wish to enroll in a graduate-level course prior to applying to a graduate degree program may enroll as a non-matriculated student with the permission of the appropriate graduate program director for no more than two courses (six credits). Approval from the graduate program director is required for each course. For those students seeking degrees or certificates, required courses taken prior to acceptance into a program may be credited toward the degree or certificate if the student is accepted and matriculated into the program, consistent with University policy. To be accepted and matriculated into the program, non-matriculated students must complete an application that is reviewed according to University policy and standards. Completion of courses as a non-matriculated student does not guarantee admission into a program.

Admissions Denial Appeal Process

Applicants who are denied admission may appeal the decision. The letter of appeal must be written by the applicant and addressed to the Vice President for Enrollment Management within 30 days of the denial decision. It should include information not found in the original application that you believe demonstrates your ability to be successful in the program and/or extenuating circumstances that explain poor academic performance. All appeal decisions are final.

Transfer of Credit

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

Graduate Nursing Transfer of Credits Policy

Salve Regina University supports the transfer of credits from another institution when the student is fully enrolled within the Graduate Nursing Program. The maximum number of nursing credits to be accepted within the MSN program is nine credits or three courses. Transfer credits must come from an accredited program including CCNE, NICHE, NLN and/or ACEN (Accreditation Commission for Education in Nursing), greater than B overall grade, credits transferred were not applied toward a previous degree and were earned within eight years of the petition for transfer. Within the MSN program, the core practical nursing courses are required for completion at Salve Regina University. Each transcript will be reviewed on an individual basis. All students must provide the transcript, course description, and a hallmark written assignment from the course desired to be transferred. The DNP program does not allow transfer credit.

Humanities Ph.D. Program Transfer Policy

Applicants from accredited military universities with transferable credits available may have up to nine credits of the Humanities Ph.D. required credits waived with the permission of the graduate program director.

International Relations Ph.D. Program Transfer Policy

Applicants from accredited military universities with transferable credits available may have up to nine credits transferred from relevant courses to the International Relations Ph.D. with permission of the graduate program director.

International Students

International non-citizens and U.S. citizens living overseas are welcome to apply for graduate study at Salve Regina University. Candidates for graduate certificate programs and master's degree programs must have a bachelor's degree from an accredited U.S. university or, if earned outside the U.S., the equivalent credential from a government-recognized educational institution. Candidates for CAGS or Ph.D. programs require proof of a master's degree.

Applications and supporting documents should be filed by the published deadlines. Foreign transcripts must be evaluated by a qualified agency such as World Education Services (https://www.wes.org/) or SpanTran (https://spantran.com/), and any recommendations, certificates or national examinations that are not in English must be accompanied by an official translation. Students whose first language is not English must submit results from a recognized test of English proficiency. Minimum scores are 80 (TOEFL iBT), 6.5 (IELTS) or 110 (Duolingo). Exceptions are made for students who attended university where English is the primary language of instruction.

Please note: At this time, international non-citizens are only eligible to enroll for online graduate programs from their home country. The University is currently not processing I-20 Forms for student visas to enter the U.S. for Graduate and Professional Studies.

The Certificate of Graduate Studies (CGS)

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

Students intending to earn a master's degree and Certificate of Graduate Studies concurrently must apply for the certificate before completing CGS requirements. Students may contact the Office of Admissions (https://salve.edu/graduate-admissions/) to apply for a certificate program.

The Certificate of Advanced Graduate Studies (CAGS)

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

How to Apply for a CAGS Program

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

1. Completed online application (https://admissions.salve.edu/apply/).
2. Current résumé.
3. Personal statement. Please include the following:
   a. Academic/professional background.
   b. Interests, accomplishments, and career goals as they relate to the program.
4. Official transcripts from all degree-granting institutions attended.

5. Two letters of recommendation from those able to evaluate the candidate's academic potential.

How to Apply for a CGS Program

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

1. Completed online application (https://admissions.salve.edu/apply/).
2. Current résumé.
3. Official transcripts from all degree-granting institutions attended.

Internal CGS and CAGS applicants should contact the Office of Admissions (https://salve.edu/graduate-admissions/) for application requirements.

Application Due Dates

The following due dates apply to all Counseling certificate programs:

- July 1 for fall admission
- November 1 for spring admission
- March 1 for summer admission

Professional Studies, RN to Bachelor of Science in Nursing Program (RN-BSN)

Who May Apply

Anyone with a Nursing degree earned from an accredited United States institution of higher learning or an equivalent degree from a nationally accredited college or university outside the United States will be considered for admission. Applicants must also have an active, unencumbered RN license or eligibility for RN licensure in the state of Rhode Island. Applicants considered by the University to have the ability to pursue a bachelor's degree and who show a desire for personal development are admitted without regard to sex, race, color, religion, national or ethnic origin, veteran's status, disability, age, or any other legally protected class.

Admissions Requirements

Salve Regina University evaluates the total application package. An applicant to the Professional Studies RN-BSN program must:

1. Possess a Nursing degree from an accredited United States college or university, or an equivalent degree from a nationally accredited institution outside of the United States. For institutions outside of the U.S., documentation of degree equivalencies must be submitted by an agency authorized to do so.
2. Have a minimum cumulative grade point average (GPA) of 2.7.
3. Provide a current résumé that shows relevant work experience.
4. Verification of U.S.-based RN license.

How To Apply

The following must be submitted to the Office of Admissions:

1. Completed online application (https://admissions.salve.edu/apply/).
2. Current résumé.
3. Official transcripts from all accredited institutions of higher education attended.
4. Copy of an unencumbered U.S.-based RN license or eligibility to earn RN license.

Combined Bachelor's/Master's Degree Program

Salve Regina University provides the opportunity for undergraduate students to begin a master's degree program in their senior (fourth) year providing that they meet certain criteria.

Who can apply for a combined bachelor's/master's degree program

Incoming first-year students may apply the five-year or accelerated pathway for a number of programs. Students should select their desired combined program on the Common Application (https://www.commonapp.org/explore/salve-regina-university/) for admission to their undergraduate degree and conditional admission for their graduate degree. Students who have not already been conditionally admitted into a combined bachelor's/master's degree program as a first-year student may apply during their junior (third) year for conditional acceptance. Students are expected to maintain a 3.30 GPA to begin this sequence in their senior (fourth) year.

Admissions Criteria

Salve Regina University evaluates the total application package. An applicant to the combined bachelor's/master's program must:

1. Must have current junior standing with a minimum cumulative GPA of 3.30.
2. Complete an online application (https://admissions.salve.edu/apply/).
3. Provide a personal statement that includes the following:
   a. Academic background, interests, accomplishments, and career goals as they relate to the program.
   b. Address why Salve is a good fit.
4. Current résumé.
5. Some programs may require an interview.

There are two options available for students wishing to start on their graduate degree in their senior (fourth) year; a five-year pathway which allows for completion of the degree in one year after completing their undergraduate degree, and an accelerated pathway which provides the ability for students to begin their graduate program in the fourth/senior year but complete their graduate program at their own pace. More information about these programs including a full listing can be found at salve.edu/graduate-and-professional-studies/combined-bachelors-masters-programs.

Five-year Pathway

Designed for undergraduates to begin their graduate program while still in their senior (fourth) year of undergraduate studies and complete their master's studies in one year post-graduation from their undergraduate program. The five-year pathway has a flat rate of tuition for the fifth year and students retain the services that they had as undergraduate students. Students in the five-year pathway require 126 credit hours to complete their undergraduate degree and must take four courses in their senior (fourth) year. Of the four graduate courses taken in their fourth year, only two can count towards the undergraduate credit requirements. Students in the five-year pathway will matriculate into the five-year program for the specified master's program upon graduation from their undergraduate program. Five-year students MUST take four courses in the fall and four courses in the spring semesters of their fifth year to remain as five-year pathway students. If students opt to no longer follow the five-year pathway course plan, they will revert to traditional graduate

students for the remainder of their enrollment. Only the following programs are designed to support the five-year pathway:

- MBA
- M.S. in criminal justice and cybersecurity
- M.S. in healthcare administration
- M.A. in international relations

These programs may also be taken in the Accelerated pathway but there will be no continuation of undergraduate services and the students will be billed at the traditional graduate credit hour rate upon matriculation into the graduate program. 5Y students may also opt to transition into the Accelerated program if they cannot complete four graduate courses in their senior (fourth) year.

Accelerated Masters

Designed for undergraduates to begin their graduate program while still in their senior (fourth) year of undergraduate studies. The accelerated pathway requires students who are able to take 2, 3, or 4 graduate courses in their senior (fourth) year. Students may not take only one graduate course as undergraduates. Students in the accelerated pathway will matriculate into the traditional graduate program upon graduation from the undergraduate program and will pay the graduate tuition rate for their specified degree. The following programs may be taken in accelerated mode:

- M.S. in behavioral analysis
- M.A. in clinical counseling
- MFA in creative writing
- MBA
- M.S. in criminal justice and cybersecurity
- M.S. in healthcare administration
- M.A. in international relations

Once conditionally admitted, students will be advised on the courses to take in their senior (fourth) year by their undergraduate faculty advisor and appropriate graduate program director. Conditionally admitted students must maintain a minimum cumulative GPA of 3.3 and earn a grade of B or better in graduate coursework to be eligible to matriculate into the graduate program after completion of the undergraduate degree. Students must take the number of courses required for the specified program (four courses in the senior (fourth) year for five-year pathway programs, 2-4 courses in senior (fourth) year for accelerated pathway programs).

Who May Apply for a Master's Degree

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

How to Apply

The following must be submitted to the Office of Admissions:

1. Completed online application (https://admissions.salve.edu/apply/).
2. Personal statement. Please include the following:

a. Your background, interests, accomplishments, and career goals as they relate to the program.
b. Address why you think Salve is a good fit for you.

3. Current résumé.
4. Official transcripts from all accredited institutions of higher education attended.
5. For counseling programs and the CAGS in Expressive and Creative Arts: Two academic or professional letters of recommendation from faculty and/or work supervisors who can attest to an applicant's ability to be successful in graduate studies; recommenders must include professional title and contact information.

Counseling applicants should include the following in their personal statement:

1. Tell us about your background, interests, and accomplishments as they relate to counseling. Please be specific in your examples but discerning in your disclosure of personal details.
2. How do you intend to use this degree to help people within a counseling context? How would you deal with people from different backgrounds and ways of thinking?
3. Why did you choose Salve Regina University? What is it about our program that made you apply? Please be specific.

Applicants to counseling programs who successfully pass a first-round application review may be selected for interview at the discretion of the admissions committee.

Application Deadlines

Applications are accepted on a rolling basis for the following programs:

- Business Administration (MBA)
- M.S. in criminal justice and cybersecurity
- M.S. in healthcare administration
- M.A. in international relations
- M.S. in organizational transformation and leadership

The following deadlines apply to the M.S. in behavior analysis:

- December 15 for fall admission (priority deadline)
- July 1 for fall admission (regular deadline)

The following deadlines apply to the M.A. in clinical counseling, its associated specializations and certificate programs, and certificate programs in expressive and creative arts:

- July 1 for fall admission
- November 1 for spring admission
- March 1 for summer admission

The following deadlines apply to the Newport MFA in creative writing:

- March 1 for summer residency/fall admission
- November 15 for winter residency/spring admission

Degree Planner

Upon acceptance, students may view and follow their degree plan found in the Academic Programs section of the Graduate and Professional Studies Catalog. Students refer to their program to find the appropriate degree plan. A student's online Academic Evaluation is found in Student Planning in My Salve; the evaluation displays program requirements and includes transfer credits accepted toward their Salve degree. Students

are encouraged to contact the graduate program director for any advice related to their program.

Dual Degree Master's Program

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

Second Master's Degree

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

Newport Master of Fine Arts in Creative Writing
How to Apply

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

1. Completed online application (https://admissions.salve.edu/apply/).
2. Personal statement.
3. Current résumé.
4. Official transcripts from all accredited institutions of higher education attended.
5. Creative writing sample.

Master of Science in Nursing
How to Apply

Salve Regina University evaluates the total application package. The following must be submitted to the Office of Admissions:

1. Completed online application (https://admissions.salve.edu/apply/).
2. Official transcript for a baccalaureate degree in nursing from an accredited university with a cumulative grade point average of at least 3.0 and all official transcripts where college credit was earned.
3. Copy of unencumbered U.S.-based RN license or eligibility for RN licensure in the state of Rhode Island and any additional licenses, if applicable (RN license will need to be obtained prior to any clinical experiences).
4. Personal statement identifying professional goals.
5. Curriculum vitae/résumé that includes a description of current and past clinical practice as well as any presentations and/or publications.
6. Evidence of successful completion of three credits in Statistics that have been earned within eight years.

Humanities Ph.D. Program
Who May Apply for the Ph.D.

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

Admissions Criteria

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

1. Possess both a bachelor's degree and a master's degree earned from accredited U.S. institutions of higher learning or equivalent degrees from a nationally accredited college or university outside the U.S. If the institution is outside of the U.S., transcripts must be translated into English and documentation of degree equivalencies must be submitted by an agency authorized to do so.
2. Have a cumulative grade point average of 3.30 or higher for the master's degree.
3. Provide letters of recommendation that support the ability to engage in doctoral studies.
4. Provide evidence of quality research and writing skills on a paper submission from previous master's degree course or equivalent work.
5. Complete an online writing assignment showing an understanding of humanities that suggests an adequate foundation for doctoral studies in this program. This is a timed assignment administered via email.
6. Provide a personal statement that demonstrates solid writing skills and motivation for doctoral studies.

How to Apply for the Ph.D.

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

1. Completed online application (https://admissions.salve.edu/apply/).
2. Personal statement. Please include the following:
   a. What was your scholarly experience while completing your master's?
   b. How did your master's inform what you'd like to pursue for further research?
   c. What is your philosophy of the humanities?
   d. What will you bring to the program and what do you hope to get from it?
3. Official undergraduate and graduate transcripts from all accredited institutions of higher education attended, including proof of master's degree with a GPA of 3.30 or higher. For degrees earned at institutions outside of the U.S., transcripts must be translated into English and documentation of degree equivalencies must be submitted by an agency recognized to provide this service.
4. Two letters of recommendation, preferably from faculty who have taught the applicant, which address the applicant's ability to succeed in doctoral studies. If academic letters are not possible, professional recommendations from former or current work supervisors are acceptable. Recommenders must include professional title and contact information.
5. Fifteen-page excerpt from a master's thesis or equivalent work of scholarly writing.
6. Timed online writing assignment.
7. Current curriculum vitae or résumé.

Applicants who successfully pass a first-round application review may be selected for interview at the discretion of the admissions committee.

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

International Relations Ph.D. Program
Who May Apply for the Ph.D.
Individuals with a master's degree granted by an English-speaking institution. Individuals must have at least five years of professional experience in the field of international relations.

Admissions Criteria
Salve Regina University evaluates the total application package. An applicant to the doctoral program in international relations must:

1. Possess both a bachelor's degree and a master's degree earned from accredited U.S. institutions of higher learning or equivalent degrees from a nationally accredited, English-speaking, college or university outside the U.S. If the institution is outside of the U.S., transcripts must be translated into English and documentation of degree equivalencies must be submitted by an agency authorized to do so.
2. Have a cumulative grade point average of 3.30 or higher for the master's degree.
3. Possess at least five years of related professional experience such as working for an international governmental or non-governmental agency, being deployed overseas, or living overseas.
4. Provide letters of recommendation that support the ability to engage in doctoral studies, preferably from instructors from the applicant's master's study.
5. Provide a personal statement that demonstrates how your professional experience will relate to and inform your dissertation topic as well as how your research will contribute to advancing the field of international relations.

How to Apply for the Ph.D.
The following application materials must be submitted to the Office of Admissions:

1. Completed online application (https://admissions.salve.edu/apply/).
2. Personal statement. Please include the following:
   a. Your background, interests, accomplishments as they relate to doctoral study.
   b. Tell us about your research expectations and relate them to your professional goals after you have earned your degree.
   c. Address how your professional experience will relate to and inform your dissertation topic, and how your research will contribute to advancing the field of international relations.
   d. Why are Salve and this program a good fit for you?
3. Official undergraduate and graduate transcripts from all accredited institutions of higher education attended, including proof of a master's degree. For degrees earned at institutions outside of the U.S., transcripts must be translated into English and documentation of degree equivalencies must be submitted by an agency recognized to provide this service.
4. Two letters of recommendation, preferably from faculty who have taught the applicant, which address the applicant's ability to succeed in doctoral studies. If academic letters are not possible, professional recommendations from former or current work supervisors are acceptable. Recommenders must include professional title and contact information.
5. Current curriculum vitae or résumé.

Applicants who successfully pass a first-round application review may be selected for interview at the discretion of the admissions committee.

Doctor of Nursing Practice (DNP) Program
The Doctor of Nursing practice program is designed for nurses seeking a terminal degree in nursing.

How to Apply for the DNP
The following application materials must be submitted to the Office of Admissions. Salve Regina University evaluates the total application package.

1. Completed online application (https://admissions.salve.edu/apply/).
2. Official transcripts for a baccalaureate and master's degree in nursing from an accredited university with a grade point average of at least 3.0, and all other official transcripts in which collegiate credit was obtained.
3. Copy of RN license or eligibility for RN licensure in the State of Rhode Island (license will need to be obtained prior to any clinical experiences).
4. Copy of unencumbered APRN license and certification (if applicable).
5. Personal statement identifying doctoral study and research expectations to professional goals.
6. Curriculum vitae (CV)/résumé that includes a description of current and past clinical practice as well as any presentations and/or publications.
7. Interview with a member of the graduate nursing admissions committee.
8. Evidence of successful completion of three (3) credits in Statistics that have been earned within eight (8) years.
9. Evidence of successful completion of three (3) credits in a master's level advanced research course.
10. Documentation of the number of clinical hours completed.

Program Requirements
Doctor of Nursing Practice students will complete 30 credits. All DNP students need to complete a total of 1000 experiential hours for successful completion of the DNP, including hours from a MSN program. If additional hours are required, one or two additional courses are required for the completion of experiential requirements. Students may be admitted to the DNP program for one semester on conditional status. If requirements for conditional admission are not met after one year, the student cannot progress. DNP students must meet the admission, progression, and graduation requirements of the University Graduate Catalog. No more than nine transfer credits can be applied to program requirements.

Behavior Analysis Ph.D. program
This program is designed for individuals who will have a master's degree in behavior analysis by the time they start the program.

How to Apply for the Ph.D.
1. Completed online application (https://admissions.salve.edu/apply/).
2. Personal statement of two pages or less. Please include the following:
   a. Why you are interested in pursuing a Ph.D. in behavior analysis.
   b. What is your experience in behavior analysis?
   c. What are your career goals, and why would a Ph.D. be helpful?

d. What areas of behavior analysis are you most interested in?

e. Why is Salve the right school for you?

3. Official undergraduate and graduate transcripts from all accredited institutions of higher education attended, including proof of a master's degree. For degrees earned at institutions outside of the U.S., transcripts must be translated into English and documentation of degree equivalencies must be submitted by an agency recognized to provide this service.

4. Two letters of recommendation, preferably from faculty or clinical supervisors who can speak to the applicant's technical knowledge of behavior analysis research and practice.

5. Current curriculum vitae or résumé.

6. Completed research proposal form.

Applicants to the Ph.D. in Behavior Analysis program who successfully pass a first-round application review may be selected for interview at the discretion of the admissions committee.

Application Deadlines

The following deadline applies to the Ph.D. in humanities:

• July 1 for fall admission

The following deadlines apply to the Ph.D. in international relations:

• July 1 for fall admission
• November 1 for spring admission
• March 1 for summer admission

The following deadlines apply to the DNP program:

• July 1 for fall admission
• November 1 for spring admission

The following deadlines apply to the Ph.D. in behavior analysis:

• December 15 for fall admission (priority deadline)
• May 1 for fall admission (regular deadline)

Financial Information
Student Financial Responsibility

1. Students are obligated to pay Salve Regina University all tuition, room and board (if applicable), all associated fees and charges incurred with your specific courses or course of study.

2. Students must ensure timely completion of registration for proper billing and awarding of financial aid.

3. All payments are due by the published due dates for the registered semester. All unpaid balances may be assessed a late fee, be reviewed for Administrative withdrawal, refused registration for future semesters, denied access to residence halls and meal plans, refused grades, transcripts and/or diploma, and disallowed participation in commencement ceremonies.

4. Students are responsible for collecting and submitting all third party payments in a timely manner, including, but not limited to, military, scholarships and employee benefits to be credited to their account.

5. Students are responsible for completing all Financial Aid paperwork by the announced deadlines. The Office of Financial Aid reserves the right to reduce, increase, or otherwise adjust financial aid for which it is responsible.

6. Students understand that charges greater than six months delinquent will be placed with a third party collection agency and will be liable for all additional fees and costs associated with the collection of the unpaid balance, including, but not limited to, collection agency fees, court costs and attorney fees. Collection costs will significantly increase the student's financial obligation. Collection agencies may report the delinquent account to one or more national credit bureaus.

7. Failure to attend classes does not constitute an official drop or withdrawal. Official paperwork must be completed and submitted to the appropriate office. Pro-rations will be subject to the University's current published refund schedule. The date used to determine the refund, if applicable, is the date completed paperwork is received at the University.

8. Students are responsible for maintaining all contact information, including, but not limited to, billing information. If a student has not received a statement by mid-August for fall and mid-December for spring, the student is responsible for accessing the statement through the online campus portal or obtaining a statement from the Bursar Office. Address change forms are available in the Registrar's Office and online.

9. Please be aware that participation in additional programs may incur additional tuition charges. Students will be charged on a per credit basis in accordance with their course of study.

10. Students are obligated to read and understand the policies and procedures set out in the Graduate and Undergraduate Catalog and agree to abide by the seam.

11. Students understand that these policies apply to the initial registration and all subsequent changes in registration throughout the semester

12. Students understand and agree that Salve Regina uses email as an official method of communication and therefore are responsible for reading the emails received on a timely basis.

13. Students authorize Salve Regina and its agents and contractors to contact them at their current and future cellular phone numbers, email address(es) or wireless device regarding their student account or debt owed to the university.

14. Students authorize Salve Regina and its agents and contractors to use automated telephone dialing equipment, artificial or pre-recorded voice or text messages, and personal calls and emails, in their effort to contact them. Students understand that they may withdraw their consent to call their cellular phone using automated dialing by submitting the request in writing to the university or the applicable agent or contractor.

Tuition and Fees

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

Refund Policies

Refund Policy for Withdrawal from Campus-Based Courses

Students are eligible for refunds of tuition according to the following schedule, provided they have followed the procedure outlined in the "Withdrawal from a Course" or "Withdrawal from the University" sections of this catalog:

1. A student who leaves the University during or at the end of a semester shall not be charged for the next semester. However, if the student has already registered for classes for the next semester, the student is responsible to drop the same classes before the next semester starts, using the drop/add form in the Office of the Registrar.

2. A student who leaves the University (except for suspension or dismissal for misconduct) or changes his or her enrollment during a semester shall be eligible for a tuition refund during the first five weeks, according to the following schedule for a fall or spring semester 15-week course:

Refund Date	Percentage Refunded
Withdrawal before classes begin	100%
Withdrawal before start of the second week of the semester	80%
Withdrawal before start of the third week of the semester	80%
Withdrawal before start of the fourth week of the semester	60%
Withdrawal before start of the fifth week of the semester	40%
Withdrawal before start of the sixth week of the semester	20%
Withdrawal after start of the sixth week of the semester	0%
Withdrawal from weekend workshops (after workshop starts)	0%

3. The tuition refund schedule for campus-based "compressed" courses that meet seven weeks or fewer in a semester is as follows:

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

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

Refund Date	Percentage Refunded
Withdrawal before classes begin	100%
Withdrawal during the first week of class	80%
Withdrawal during the second week of class	60%
Withdrawal after the second week of class	0%

Weekend workshops (after a workshop has started)	0%

5. A student who is suspended, dismissed, or withdraws when under investigation for misconduct shall not have tuition refunded for the semester in which action is taken.

6. Refunds for student withdrawals will be processed within 30 days after the University has received notification of withdrawal. Tuition refunds will be calculated based on the date the Office of the Registrar receives the withdrawal form. All fees are nonrefundable after the start of classes. The University reserves the right to charge an administrative fee for refunds of this nature.

Refund Policy for Withdrawal from Online Courses

Students are eligible for refunds of tuition according to the following schedule provided they have followed the procedure outlined in the "Withdrawal from a Course" section of this catalog.

1. Refunds for full-semester online courses are as follows:

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

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

Refund Date	Percentage Refunded
Withdrawal before the first day the class begins	100%
Withdrawal before the 10th calendar day from start of course	80%
Withdrawal before the 16th calendar day from start of course	60%
Withdrawal after the 15th calendar day from start of course	0%

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

MFA Program Refund Policy

- No refund for the one-week residence course after the start date.
- Semester courses:
  - 0-30 days - 50 percent refund.
  - 30-60 days - 25 percent refund.
  - No refund after day 60.

Graduate and Professional Studies Nursing Students Refund Policy (RN-BSN, MSN and DNP)

- 100% tuition refund through week 1.
- No refund from week 2 onward.

Tuition Refund Insurance

Salve Regina offers an insurance plan that guarantees a tuition refund in cases of physician diagnosed physical illness (85 percent reimbursement) and emotional illness (85 percent reimbursement) any time during the semester. This plan is purchased per semester and is independent of the University.

The premium for this insurance plan varies from year to year but is generally less than 1 percent of tuition. You must enroll in the plan before the published start of each semester. Students with late start courses must enroll prior to the start of the semester, not prior to the start of each course. Canceling a plan must also be done prior to the start of each semester.

Policies can be purchased through the Bursar Office. Policies can be requested in writing or by email to businessoffice@salve.edu. Premiums will be charged to the student tuition account and can be paid by mail, online through the campus portal or over the phone with Visa or MasterCard.

For additional information contact:

A.W.G. Dewar, Inc.
4 Batterymarch Park
Quincy, MA 02169
Office: (617) 774-1555
Email: trp@dewarinsurance.com
Website: www.collegerefund.com (http://www.collegerefund.com)

Financial Aid

Financial assistance is accessible to graduate students via federal and private loans. Only students admitted to the University and enrolled at least half-time in a degree or certificate program qualify. Financial aid eligibility requires students to maintain at least 3 credits (half-time status) per semester. This minimum requirement applies to summer sessions as well. If you fall below this requirement, you will not be eligible for federal financial aid (federal loans).

To be eligible for federal financial aid, you must apply each academic year by completing the Free Application of Federal Student Aid (FAFSA).

Since each graduate student's financial aid is calculated based on the individual's unique schedule and charges, it is your responsibility to inform the Office of Financial Aid of any changes to your schedule for each enrollment period. For your convenience, complete instructions with links to required forms are available in the Admissions/Financial Aid section of the Salve Regina University website at www.salve.edu.

Eligibility Requirements

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

- Be a citizen or legal resident of the United States
- Be enrolled at least half-time and be accepted as a candidate in a degree- or certificate-granting program at the University

- Be making satisfactory progress toward the completion of the course of study
- Not be in default on Federal loans
- Not have exhausted lifetime Federal loan limits
- Not owe a refund on a Federal grant

Federal Direct Loans

Eligibility for federal financial aid is limited to accepted students enrolled at least half-time in a degree- or certificate-granting program.

Alternative Financing and Federal Direct Graduate PLUS Loans

Private alternative loans are available to students who do not meet the requirements for federal aid.

Students who have exhausted their Direct Unsubsidized loan eligibility and meet federal requirements can apply for Federal Direct Graduate PLUS Loans. Contact the Office of Financial Aid or visit www.studentaid.gov for details.

Satisfactory Academic Progress

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

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

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

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

National Guard Tuition Assistance

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

Veterans Administration Educational Benefits

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

Salve Regina University complies with the Veterans Benefits and Transition Act of 2018 and the requirements of 38 USC 3679(e). As such, Salve Regina University will not prevent enrollment, assess a late penalty fee, require securing alternative or additional funding, or deny access to any school resources to any student using Chapter 33 Post 9/11 GI Bill® or Chapter 31

Students using VA benefits must produce the VA's Certificate of Eligibility by the first day of class, provide written request to be certified, and provide additional information needed to properly certify the student.

* GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill. (https://benefits.va.gov/gibill/)

Renewal of Financial Aid

Please note that the renewal of financial aid is not automatic. Recipients must reapply each year by the specified deadlines. The Office of Financial Aid retains the authority to adjust any financial aid amounts. For more information about these programs, please visit our website or contact the Office of Financial Aid at Salve Regina.

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

FERPA and Student Records
Confidentiality of Student Information

Procedures for the release and disclosure of student records maintained by the University are in accordance with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA). The University is guided by the principles that the privacy of an individual is of great importance and that as much information in a student's file as possible should be disclosed to the student upon request. University officials may have access to student information when access is necessary for legitimate educational interests such as appropriate advising, relating to the student's academic or campus life. Third parties have access to personally identifiable student records or information only with the student's written consent or as otherwise provided by FERPA. Parents and guardians are considered third parties who need a written release signed by the student to gain access to student records (FERPA release form). Detailed guidelines for the release and disclosure of information are available from the Office of the Registrar. These guidelines comply with FERPA and Students' Right to Know/Campus Security Act of 1990. An annual notice is published online and sent to students. A detailed description of student rights under FERPA is contained in the student handbook. Required undergraduate and graduate student theses and other papers authored by students may be made available by the University for the research purposes of third parties with students' permission.

Change of Legal Name/Address

It is the student's responsibility to complete a change of name/address form with the Office of the Registrar whenever such a change occurs. Legal name changes must be accompanied by official documentation with the new name.

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. Students can request official transcripts online at salve.edu/transcript-requests and submit a request through our third-party vendor, Parchment. Students can receive official transcripts via email or mail.

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

Academic Policies
Student and Faculty Expectations
Academic Honor Code

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

Academic Conduct

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

Academic Integrity Policy

Learning in our Mercy tradition is directed toward discovery and truth, and it requires acting with integrity. Put simply, academic integrity is carrying out scholarship honestly and responsibly. Academic integrity is upheld when individuals work independently when asked, acknowledge the work of others when appropriate, and complete examinations without unauthorized aid.

Students are required to understand and follow the academic integrity policy (full text is available at salve.edu/registrar (https://salve.edu/registrar/)), as well as any specific details addressing academic integrity in each of their course syllabi. When a student observes any violation of the academic integrity policy, the student is expected to report the infraction to their instructor or department chair.

Infractions to academic integrity may include plagiarism (presenting another's thoughts, ideas, arguments, or designs in a scholarly or creative work as your own without attribution; or submitting identical work for multiple assignments without informing the instructor), fabrication (making up or altering data or creating fictional citations or sources of information in academic work), cheating (knowingly giving, receiving, or using unauthorized aid on an examination or assignment), collusion (assisting another student in the commission of a violation of the academic integrity policy; or unauthorized group work on assignments that are intended to be completed independently), or lying/dishonesty (intentionally misleading instructors, staff, or other students).

If a faculty member is convinced that an act of academic misconduct has occurred, they shall impose an appropriate sanction in the form of compensatory coursework, grade reduction, failure of the work involved, or failure of the course. The faculty member then makes a written report to the vice provost. The student may accept the penalty or make an appeal to the vice provost.

A record of infractions and sanctions is maintained in the student's file. Subsequent violations may result in suspension or dismissal from the University. Appeal of suspension or dismissal is to the Provost.

Plagiarism

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

The widespread availability of online sources for research and information requires particular attention to proper use and citation of electronic sources. Students seeking guidance in the use of proper citations should consult the "MLA Handbook for Writers of Research Papers" (9th Edition, 2021), "A Manual for Writers of Term Papers, Theses and Dissertations," by Kate L. Turabian, et al (9th Edition), or "Publication Manual of the American Psychological Association" (7th Edition, 2019). Be sure to check with your instructor or program handbook regarding the preferred style of citation.

Intellectual Property

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

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

Student Responsibility

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

Class Attendance

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

Change of Name/Address

It is the student's responsibility to complete a change of name/address form to submit to the Office of the Registrar found on salve.edu/online forms (https://salve.edu/online-forms-for-students/) if an address or name change occurs.

Computer Requirements for Online Courses

Online courses are delivered via the Internet using course management software. Students must use a supported Web browser to access the Internet and courses. For more information, visit our website at Online Course Information for the most current and updated technical assistance.

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

Falsifying Educational Records

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

Registration Policies and Procedures

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

Office of Research Integrity

- Salve Regina University's Office of Research Integrity is dedicated to supporting scientifically valid and ethically sound research projects involving human participants and non-human animals.
- The Office of Research Integrity encompasses Salve Regina's Institutional Review Board (IRB) and Institutional Animal Care and Use Committee (IACUC). Each committee is described below.

Institutional Review Board

- Salve Regina University's Institutional Review Board (IRB) is a local review board created in accordance with federal regulations (common Rule – 45 CFR 46, HHS regulation). The IRB is responsible for protecting the rights and welfare of human subjects in research conducted under the aegis of Salve Regina University.
- The IRB reviews research involving human subjects if one or more of the following apply:
  - The research is sponsored by Salve, regardless of the location of the project.
  - The research is conducted by or under the direction of staff, faculty, student, or another agent of Salve in connection with their institutional responsibilities.
  - The research is conducted by or under the direction of any employee or agent of Salve using any property or facility of the University.
  - The research involves the use of Salve's non-public information to identify or contact human research subjects or prospective subjects.
  - The research involves soliciting information from Salve employees or students insofar as the information pertains to their identity and/or responsibilities as Salve employees and/or students.

Institutional Animal Care and Use Committee

- Salve Regina University's Institutional Animal Care and Use Committee (IACUC) is a review board created in accordance with federal regulations (NIH OLAW). The IACUC is responsible for protecting the welfare of non-human animals involved in any research, teaching, or testing conducted under the aegis of Salve Regina University.
- The IACUC reviews research involving non-human animals if one or more of the following apply:
  - The research is sponsored by Salve, regardless of the location of the project.
  - The research is conducted by or under the direction of staff, faculty, student, or another agent of Salve in connection with their institutional responsibilities.
  - The research is conducted by or under the direction of any employee or agent of Salve using any property or facility of the University.

Matriculation and Enrollment
Matriculated/Non-Matriculated Students

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

Full-time/Part-time Status

Students may pursue graduate degrees on either a full-time or part-time basis:

Full-Time Status = 6 credits in any given semester
Three-Quarter Status = 5 credits in any given semester
Half-Time Status = 3 credits in any given semester

Please note that for students to be full time, they need to be enrolled in 6 credits per SEMESTER, not by sub-term. For example, if a student is in 3 credits for the first sub-term and 3 credits for the second sub-term within a semester, they will be considered half time until the start of the 2nd sub-term.

RN-BSN and Undergraduate students full-time or part-time status:

Full-Time Status = 12 credits
Three-Quarter Status = 9 credits
Half-Time Status = 6 credits (needed to be eligible for aid)
Less than half-time status = 5 credits or less

Non-credit Registration

Students in good academic standing may audit courses (based on seat availability) and receive an AU (no credit) on their transcript. They must complete all course requirements except exams. Tuition for audited courses is listed on the Bursar office website. Students may not change registration from credit to audit or audit to credit after the end of the first week of class.

Online Studies

Salve Regina University provides alternative and convenient course formats to support the needs of our students who have busy professional and personal lives. Salve Regina University has been providing master's programs by extension since 1985. Salve Regina offers a Ph.D. in International Relations, a Doctor of Nursing Practice, a Master of Business Administration, a Master of Arts in International Relations, a Master of Science in Criminal Justice and Cybersecurity, Master of Science in Healthcare Administration and Master of Science in Nursing, Master of Science in Organizational Transformation and Leadership, plus several professional certificates, completely online.

Course Structure

Course Structure
Courses are offered in both in-person and online modalities depending on the program and the specific course.

In-person courses: offered on campus and meet on specific days and times during the week at times posted on the course schedule.

Online asynchronous/synchronous courses: these courses are a blend asynchronous and synchronous delivery. These courses are noted on the schedule with start and end dates in addition to specific times to meet online where students are expected to participate and engage with faculty and other class members. The number and times of these meetings will vary based on the nature of the course and the needs of students and the instructor. Any online meeting requirements will be clearly included on the schedule or in the course syllabus and available once the course begins in conjunction with the instructor.

Online synchronous courses: these courses blend classroom learning and online learning. Online synchronous courses meet at specific days and times as noted on the schedule of classes. These classes are online and synchronous (meaning live instruction). In online courses, students interact with classmates live using Zoom or Webex sessions. Students participate in online discussions with classmates and faculty. The benefits of this environment are that it enriches course content,

provides opportunity for discussion in break-out rooms as applicable and encourages the exchange of ideas face-to-face virtually.

Online asynchronous courses: students interact with other students and have the ability to participate in discussions with classmates and faculty. Communication is asynchronous; there is no requirement for members of the class to be online at the same time, although some courses offer opportunities for synchronous interaction. This interactive environment enriches course content, provides opportunities for discussion, and encourages the exchange of ideas.

Hybrid courses: these courses blend classroom learning and online learning. It is very important to check the schedule of classes for starting dates, as some courses begin online before meeting in the classroom, while others have an initial class meeting and then continue online.

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

Delivery Methods:

- In-person lecture is offered on campus with meetings once a week in the evenings.
- Online courses are noted on the schedule with start and end dates in addition to specific times to meet online via live instruction.
- Online synchronous courses are noted on the schedule with lecture day and time to meet online.
- Online asynchronous courses are noted on the schedule as only online with start and end dates and students have no requirement to be online at a specific time.
- Hybrid blend classroom learning on campus and online.

Graduate Credit Hour

Salve Regina University awards academic credit hours for the successful completion of graduate courses, reflecting a significant commitment of time and effort from the student. A credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement. One credit hour approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class or independent student work each week for approximately 15 weeks or the equivalent amount of work over a different amount of time. For example, 7-week courses would have the same total amount of work in the shorter period of time.

Alternatively, at least an equivalent amount of work for other academic activities as established by the institution, including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours, is accepted. The learning outcomes, assignments, and workload for the graduate courses reflect this expectation. This policy ensures rigor and consistency in academic standards across graduate programs at Salve Regina University.

Prerequisites

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

Special Enrollment Sections

Matriculated students who want to pursue graduate level independent study, directed study, thesis, or internship courses for credit need to discuss proposed work with the instructor and program director. If the proposal is approved, a special enrollment form located at salve.edu/registrar (https://salve.edu/online-forms-for-students/) must be completed, signed and approved following the instructions available on the form, and then sent to the Registrar's Office.

Directed Study

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

Independent Study

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

Internship

An internship is a short-term employment experience that is related to a student's course of study, supervised by a practicing professional, and structured academically by a Salve Regina University faculty member. For those students who are employed, the internship must be performed in a setting outside of their usual work role, and with a different supervisor. Although the specific nature of the experiential learning varies with the student's academic interest, there should be a close relationship between the program of study and the internship.

The internship is a supervised learning experience for academic credit typically consisting of a minimum of 120 hours (40 hours per credit awarded) of on-the-job experience and culminating in a significant written graduate-level analysis that integrates the field experience with relevant literature in the student's program of study and includes a formal bibliography. Students interested in completing an internship for credit should discuss the option with their graduate program director. In order to comply with federal regulations, students must complete the work during the semester in which they are registered for the internship and may not earn credit for work completed prior to submitting a completed signed graduate internship form. It is the student's responsibility to meet any requirements imposed by the internship site including, but not limited to, insurance coverage, fingerprinting, background check, and minimum required hours.

Thesis Option

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

Dissertation or Scholarly Project Option

In some doctoral programs, students may be required to complete a dissertation or scholarly option under appropriate faculty direction and with the permission of the specific doctoral program director. Details are established prior to registration for the dissertation research or scholarly project course and in consultation with the program director.

Course Numbers

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., D.N.P. degree and Certificate of Advanced Graduate Studies.

Academic Calendar

Salve Regina's academic year includes fall, winter, spring and summer semesters. Meetings for graduate courses follow the University calendar. Calendar information may be found on the Salve website.

Registration

Matriculated students may register online through My Salve in the Salve Regina University campus portal. The link is titled "Student Planning." All students may find registration instructions and materials on https://salve.edu/registration (https://salve.edu/registration/). Students may also register for all on-campus and online courses in person at the Office of the Registrar located in Ochre Court. Office hours are 8:30 a.m. to 4:30 p.m., Monday through Friday.

Add/Drop Period

Graduate and professional studies students may drop and add full-semester courses without academic consequence during the first seven days of a course. The option to add a course includes only those courses where space is still available during the drop/add period. Students will need instructor permission to add compressed, seven-week courses. If students are only dropping a course without adding there are financial penalties. Please refer to our refund policy in the Financial Information section of the catalog or the Bursar office website. It is important for students to verify any financial aid consequences when changing their schedules. Please refer to the Financial Information for current information.

If a student has not officially dropped a course or received an approved course withdrawal by the deadline established in the academic calendar, the instructor must submit a final grade for the student.

Withdrawal from a Course

All students are expected to remain in, and complete, all courses in which they are enrolled once the Add/Drop period has ended. The last day for students to withdraw from a course in a semester is published each year in the academic calendar. No withdrawal will be issued after the established deadline. After the withdrawal deadline, students registered in a course will have to remain in the course until the conclusion of the semester and receive an earned grade from the instructor. A student is not officially withdrawn from a course until the Office of the Registrar has received and processed an official course withdrawal form signed by the student and the student's instructor. It is the student's responsibility to secure these signatures and to submit the course withdrawal form to the Office of the Registrar by the established deadline.

Registration Holds

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

Continuous Enrollment

Students are expected to have continuous enrollment throughout the program. Students who are not enrolled each semester (excluding summer) or with an approved leave of absence, will be withdrawn from the University. Those who are withdrawn and desire to return for further studies may be reactivated through the office of the Registrar if within one year of study. Students who have been inactive for more than one year must submit a readmission application to return. Readmitted students must follow the curriculum and guidelines in effect at the time of readmission.

Time Limitations

Master's degree work must be completed within five years of matriculation. Doctoral degree coursework must be completed within three years of matriculation to sit for the comprehensive exams. All doctoral work must be completed within seven years of matriculation.

Leave of Absence

Students who know they will be unable to take courses for a fall or spring semester for either medical or non-medical reasons should request a leave of absence. Students must submit a request for a leave of absence in writing using the Leave of Absence form at salve.edu/online-forms-for-students (https://salve.edu/online-forms-for-students/). Leaves of absence are granted on a semester-by-semester basis for up two (2) semesters. Students taking a medical leave of absence or personal leave of absence need to first contact the Graduate Academic Progress Specialist at gradoffice@salve.edu prior to submitting their form to the Office of the Registrar at sruregistrar@salve.edu. If approved, the time of the leave does not count against the total time allowed for the degree. Please refer to the Time Limitations policy. Students will be considered withdrawn from the University while on leave of absence. Access to select university resources may be limited when a student is on a Leave of Absence.

Withdrawal from the University

Students who wish to withdraw from the University during a semester or at the end of a semester must do so officially by completing a university withdrawal form. Students can find the University withdrawal form online at www.salve.edu/registrar (https://salve.edu/online-forms-for-students/) or in the Office of the Registrar. The withdrawal date will be the date the completed form is signed by the student if it is during the semester. If the withdrawal is at the end of the semester the withdrawal date will be the end date of semester the student last attended. The form must be submitted to the Office of the Registrar.

Administrative Withdrawal/Unofficial Withdrawal

It is the responsibility of the student to notify the University of any intention to withdraw from a course or withdraw from the University. Habitual non-attendance will be considered academic misconduct subject to an administrative withdrawal from the University. Failure

to actively participate in online or hybrid course activities may also be considered academic misconduct subject to an administrative withdrawal from a course. Habitual non-attendance is defined as a consecutive absence in any course equating to three full weeks of missed class sessions for a 15-week course and two full weeks of missed class sessions for a 7-week course. Failure to actively participate in online or hybrid course activities is defined as no online course activity for three full weeks for a 15-week course and two full weeks for a 7-week course.

Students should note that faculty members may have more stringent attendance policies and standards for participation in their courses, as noted on the course syllabus. The withdrawal date will be the last date of attendance for students who are administratively withdrawn from the University. Students who have attended no class sessions of a course or courses for which they are registered by the end of the add/drop period (first seven days of a graduate course) will be dropped from the course(s) unless they have communicated with their instructor. If a student never attended any courses during the add/drop period, the student will be dropped from his/her full schedule of courses. Financial charges may be incurred by the student.

Grading and Academic Standing

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.

Online Grade Reports

Students obtain semester grades online by accessing "Grades" in My Salve through the Salve Regina University's campus portal. 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 in My Salve. 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.

Grading Policy

Student grades in graduate level courses 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	2.00	74-76
F **Failure**	0.00	Below 74
P **Pass**	Pass	
*Grade	**Only for RN-BSN students**	
*C-	1.70	70-73
*D Below Average	1.00	65-69
*F Failure	0.00	Below 65

I	Incomplete: Given when a course requirement has not been completed. Must be resolved by date on the incomplete form or I becomes F. Incompletes may not extend beyond the last day of the following semester.
W	Withdrawal from a course with permission. No credit is awarded. See Academic Calendar for last date to withdraw from a course with a grade of "W."
WX	Administrative permission to withdraw from a class for habitual non-attendance. WX's do not factor into either the semester or cumulative grade point average (GPA). No credit is awarded.
AU	Audit: Student fulfills all course requirements other than taking exams. No credit is awarded.

Incompletes

It is very important for students to complete all assigned course requirements by the scheduled end date of their courses. If emergency circumstances beyond the student's control prevent the student from completing assignments or from taking a final examination before the end of a course, the student may request an Incomplete. Incomplete grade requests must be submitted by the student and will be granted only if justified by compelling individual circumstances requiring additional time beyond the end of the semester to complete course requirements.

A grade of Incomplete should not serve primarily as a mechanism to allow a failing student to earn a passing grade. It is equally important that they follow the procedure for requesting an incomplete grade. Before the scheduled end date of the course, students must request an incomplete grade from their instructor. If the request is approved, the student and instructor will complete the official form and submit it directly to the Office of the Registrar. Official forms are located at salve.edu/registrar. Incomplete grades are neutral - they have no effect on the GPA. However, it is crucial for the student to finish the work by the completion date indicated on the form; otherwise the incomplete will become an F. Students are only granted one incomplete per course. The completion deadline may not extend beyond the last day of the following semester for all courses.

Grade Review - Resolving Questions

All requests for a review of a semester grade must address the process followed in calculating the final grade and not the instructor's evaluation

of the student's work. Students must first attempt to resolve their questions informally with the instructor. If no resolution is achieved, students who wish to pursue a formal grade review need to adhere to the following process and schedule:

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

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

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

Graduate Course Repeat Policy

Graduate courses may be repeated, with the lower grade excluded from the GPA, and duplicate credits excluded from the cumulative total. All grades earned, however, will remain on the student's transcript. Students may repeat a required course once. No more than two courses may be repeated throughout a student's program.

Graduate Academic Probation and Dismissal

A cumulative grade point average of B (3.0) is required to qualify for a graduate degree or certificate. Students whose cumulative grade point average falls below 3.0 in any given semester or term, as applicable to the specific program, or who earned a grade lower than a B- are on academic probation for the immediate following term or semester. Students who earn a failure may be subject to dismissal. Two failures in the same course are automatic dismissals. Graduate students in the Graduate Nursing programs and Graduate Behavior Analysis programs must repeat courses that are below a grade of B- to continue in the program. Students on academic probation are considered to be not in good academic standing. To maintain good academic standing in a graduate program, students must maintain a cumulative GPA of B (3.0) and not have received a grade lower than a B- in the preceding term or semester.

Students on probation for two continuous semesters may be dismissed from the University. Students will receive a written notice of this decision, including a process for appeal. Students who are dismissed may make a written appeal to the provost following the process specified on the dismissal notice. If readmission is granted, a student will be re-enrolled on academic probation and will be informed of specific academic criteria and expectations in writing. Students reinstated by appeal may not, if dismissed again in subsequent semesters, submit any further appeals for readmission. International students studying on a nonimmigrant visa

should consult with the appropriate designated school official to review visa status issues and alternatives.

RN-BSN Course Repeat Policy

Students who achieve less than a letter grade of "C" in all nursing courses and prerequisites must repeat the course. Students are allowed to repeat the course more than once.

RN-BSN Academic Probation and Dismissal

Students must maintain a GPA of 2.7 or higher and must achieve at least a letter grade of a "C" or above in all nursing courses and prerequisites. If students fail to meet this criteria they will be placed on academic probation. If they remain on academic probation for two semesters they may be dismissed from the program.

Graduation Policies and Procedures
Graduation Requirements for Graduate Students

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

Graduation Procedures

Students intending to complete their degree requirements for one of the three-conferral dates in May, December or August must complete a Petition to Graduate through My Salve in Salve Regina's campus portal. Along with the petition, the student is required to submit:

- Any official transcripts from another institution that will be applied towards completion of their degree requirements.
- Any balance on the student's account must be paid in full in order to participate in commencement and receive a diploma.
- An exit interview with Financial Aid is required prior to graduation, if applicable.

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

Master's degree candidates who will have no more than 3 credits left in order to earn their degree after the May commencement date and who will complete their final degree requirement during the next semester and who are currently registered for that course may qualify to participate in graduation ceremonies.

Graduation Policies and Procedures for RN-BSN

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

Graduation Requirements

- Complete all major and core curriculum requirements for the catalog year in which the student matriculated.
- Be in good academic standing.
- Earn the minimum number of credits required for the degree program.

- Earn the minimum 2.70 grade point average required for the degree program.
- Satisfy the residency for the degree.
- Complete a Petition to Graduate by the due date provided by the Office of the Registrar.

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

Graduation Procedures

Students intending to complete their degree requirements for one of the three-conferral dates in May, December or August must complete a Petition to Graduate through My Salve in Salve Regina's campus portal.

Baccalaureate degree candidates who will have no more than six credits left to earn their degree after the May commencement date and who will complete their final degree requirement(s) during the next semester may qualify to participate in the undergraduate graduation ceremonies along with those who will graduate in May. Students must complete all requirements by the December 31st conferral date of that year.

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

Graduation Honors for RN-BSN

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 with letter grades (Pass grades are excluded) are eligible for honors.

Honors are:

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

Dean's List for RN-BSN and Undergraduate Students

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

1. A semester grade point average of 3.60 for full-time students completing at least 12 graded credits.
2. A semester grade point average of 3.80 for part-time students completing at least six graded credits.

University Services

Bookstore

The University Bookstore offers a wide variety of products including academic and general reading books, Salve Regina imprinted clothing and gifts, and a full line of school and computer supplies. In addition, dorm supplies, greeting cards, health and beauty aids, snacks and beverages are also offered. Textbooks may be rented or purchased, and many are offered in a digital format. Orders placed through the

bookstore's website can be shipped or held at the store for pickup. Master Card, Visa, American Express, Discover Card, checks and the Salve Regina universal card are accepted. Online orders may also be placed at http://www.bkstr.com/salvereginastore/home.

Bursar Office

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

Center for Advising, Career, and Life Design

Center for Advising, Career, and Life Design uses the Handshake database (https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsalve.joinhandshake.com%2Flogin&data=05%7C01%7Cvictoria.thrash%40salve.edu%7C3af89f383a0d4320ea7408db50d0d152%7Cf0e0e20bdffd4b058c6c74ab98a56c%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwwiLC%7C3000%7C%7C%7C&sdata=W0CvSVwvI4v3dmu6aO8Y4Wxko%2Fbhvngq05g2GkASfxY%3D&reserved=0) to post jobs (full-time, part-time and summer), internships and student employment positions. Top employers – including all the Fortune 500 companies – recruit students through Handshake (https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsalve.joinhandshake.com%2Flogin&data=05%7C01%7Cvictoria.thrash%40salve.edu%7C3af89f383a0d4320ea7408db50d0d152%7Cf0e0e20bdffd4b058c6c74ab98a56c%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwwiLC%7C3000%7C%7C%7C&sdata=W0CvSVwvI4v3dmu6aO8Y4Wxko%2Fbhvngq05g2GkASfxY%3D&reserved=0), giving you access to jobs and internships not available anywhere else.

After you activate your profile, you can filter and search based on your interests and discover new career possibilities. You can also receive personalized recommendations based on your skills, major, location preferences and search history.

Copy Center

This walk-in print facility, located on the garden level of the McKillop Library, is available to the entire University community and provides services including copying, laminating, and finishing.

Food Service

The University provides multiple food services through Sodexo Dining Services. Miley Cafeteria is the primary on-campus dining facility; additional food services locations on campus include Jazzman's Café and Sandella's Flatbread Cafe in O'Hare Academic Center, McKillop Library Café in McKillop Library and Miley Mart in Miley Hall.

Gerety Hall

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

Mercy Center for Spiritual Life

The Mercy Center for Spiritual Life, in keeping with the mission of Salve Regina University, is a community that welcomes all people. By virtue of our Catholic heritage and the charism of the Sisters of Mercy, we

seek to create a hospitable and nurturing environment that affirms and empowers our students in their search for meaning.#We encourage students to build community, to deepen their faith, to engage in service, to seek justice and to become leaders formed by Mercy.#The Mercy Center enhances the University's mission to provide an educational experience that is personally transformative and is committed to making manifest God's love and Mercy to all.

The Mercy in Motion student leadership team is an energetic and welcoming community of students from diverse religious traditions, majors and interests. In collaboration with the professional staff of the Mercy Center, students meet weekly to plan a variety of events, engage in service, reflect and pray together or simply take a break from hectic schedules. Student leaders of Mercy in Motion receive an opportunity for leadership training in the Mercy tradition.

The Mercy Center's community room, located in the lower level of the chapel, is open to the entire campus. It is furnished with comfortable chairs and couches, a large screen TV, a kitchen which students can use to cook and bake, and plenty of space to relax, study and be with friends.

Everyone is welcome.

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, Jazzman's Café and Starbucks purchases, Salve Regina Health Services, library microfilm scanners and file prints, library copiers, Sullivan Fitness Center, and the McKillop Library Mail Services, Copy Center, and select off-campus locations.

Salve Regina University identification cards are available to all new students.

Department of Public Safety and Community Relations

The Department of Public Safety and Community Relations strives to preserve the safety, security, and well-being of the University community through 24/7 coverage. Staff are trained in first aid, AED, CPR and MOAB. Staff work to prevent crime, provide high-visibility security patrols, and respond quickly and effectively to University needs. Crimes involving violence, major property loss, or felony charges are reported immediately to the appropriate outside agency.

The DPS 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 DPS strives to increase awareness of campus safety and encourages all to report suspicious activity on campus.

Vehicle Registration and Parking

Eligible full-time and part-time students, faculty and staff intending to have a vehicle on campus must have it registered each academic year.

A decal for on-campus parking is issued and a parking fee is charged. Students may pick up decals at the DPS in Tobin Hall. All campus parking areas are clearly posted. Fines are levied on those who do not observe parking regulations. The DPS has the authority to boot and/or tow at the owner's expense, any vehicle on University property that violates parking signs and regulations.

Procedures and Hours to Obtain Parking Decals

The DPS is open 24/7. Graduate decals are available at the front desk for pick up 24/7. Since Tobin Hall has limited accessibility, all students needing accommodations based on disability should contact the Office at 401-341-2325 for assistance.

Cancellations for Inclement Weather

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

Academic Facilities
The Campus

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

Administrative and Academic Facilities

The Office of Graduate and Professional Studies, which includes the Vice Provost and supporting staff, is located in McAuley Hall; the Office of Academic Affairs is also located in McAuley Hall. The Office of the Registrar is located in Ochre Court. Classrooms, laboratory facilities, and faculty offices are located across nine buildings: O'Hare Academic Center, Angelus, Marian, McAuley Hall, McKillop Library, and Gerety Hall on Ochre Point Avenue; Antone Academic Center on Lawrence Avenue; the Young Building (which also houses the Pell Center for International Relations and Public Policy) on Ruggles Avenue; Miley Hall on Webster Street.

The Library

McKillop Library supports the teaching and research mission of Salve Regina through its information literacy instruction program and through the development of high-quality library collections. Library facilities provide the Salve Regina community with comfortable, technologically rich spaces to study, collaborate, and relax. The library is a lively learning space, fostering civic and scholarly discussion by hosting dozens of events and displays each year.

McKillop Library is open at least 103 hours a week and for extended hours during the last two weeks of the semester. The building's first floor includes the library's borrowing and information desk and spaces for individual and collaborative work, The Allen Family Learning Commons, which houses the Center for Advising, Career and Life Design, the Academic Center for Excellence including the peer subject tutors and writing center, and Student Accessibility Services, as well as the McKillop Library Café with Starbucks drinks, snacks, and meals.

The library's second floor hosts the Janet L. Robinson Curriculum Resource Center for education research, the makerspace, two collaborative classroom spaces and a group study room, and open spaces for study. Students seeking quiet study space can visit the library's third floor, which is a silent study area and has carrels for independent work. Public computers are available throughout the library, providing access to licensed software and information resources. The Salve Regina community can make online reservations for 3 study rooms. Printers throughout the library's three floors provide black and white and color printing, scanning, and copying, including wireless printing through student laptops. The library also provides technology available for checkout such as a record turntable and sewing machines.

Our diverse collections include over 135,000 printed volumes, 6,000 DVDs, 100,000 streaming films, and 735,000 e-book titles. We provide 24-hour online access to over 85 online databases with links to 79,000 full-text journals through the library's website at https://library.salve.edu (http://library.salve.edu). Our interlibrary loan service and membership in our academic library consortium, HELIN, supplements our on-site collection with online request forms which usually deliver books to the library within two days through our daily delivery service.

Librarians staff our information desk Sunday through Friday and provide evening hours to accommodate the needs of students with busy schedules. The Salve Regina community can ask questions via our chat/text reference service, phone, video conference, or in person, and can schedule personal tours or in-depth consultations with a subject specialist. Librarians provide research instruction to more than 150 classes each year, working with faculty to teach Salve Regina students the skills and concepts they need to find and think critically about information and prepare them to learn throughout their lives. The ability to contact librarians and access library resources is available through the library's homepage and Canvas courses, via the "Library Resources" tab.

The library also houses the University Archives and Special Collections, documenting the history and heritage of the institution through preservation of administrative and departmental records and materials related to the student experience at the university. The Special Collections include rare books, periodicals, pamphlets, ephemera, and manuscripts, including a focus on faculty publications, material related to Newport and our Gilded Age mansions, and the Religious Sisters of Mercy, our founding order. A growing collection of digital scholarship is dedicated to preserving and promoting the work of faculty and students in our digital repository.

Technology Services Center

The Technology Services Center supports the campus community's technology needs and aims to provide assistance in a timely manner. Our staff and student employees are skilled in troubleshooting various software and hardware technologies for Mac and HP users. We also provide access and support for printing and scanning, multimedia services, media services (AV), classroom and lab technology, and Salve Regina ID cards.

All technology issues and questions should be submitted via phone, email, or the self service ticket request in Campus@Salve. Please call (401) 341-7777 from off campus or Ext. 7777 from on campus, email tsc@salve.edu or search for and locate the Create a TSC Ticket form in campus@salve.edu (https://catalog.salve.edu/graduate/academic-facilities/campus@salve.edu). We are located in the McKillop Library, Room 002 (garden level) for drop in services.

Regular Semester Hours

- 8 a.m. to 9 p.m. Monday through Friday
- 10 a.m. to 9 p.m. Saturday
- Noon to 9 p.m. Sunday

Lab Locations

- Antone Academic Center: Two Mac labs (Rooms 122 and 124) and a Mac digital photo lab (Room 110).
- O'Hare Academic Building: Digital forensics lab (Room 261; access restricted to faculty and students participating in related academic programs).

Media Services

Regular Semester Media Services hours for loans and returns, McKillop room 008:

- Monday 7:30 a.m. to 3:30 p.m.
- Tuesday 7:30 a.m. to 9:00 p.m.
- Wednesday 7:30 a.m. to 9:00 p.m.
- Thursday 7:30 a.m. to 9:00 p.m.
- Friday, 7:30 a.m. to 3:30 pm
- Saturday 10:00 a.m. to 6:00 p.m.
- Sunday 10:00 p.m. to 6:00 p.m.

Information Technology Policy

Salve Regina University's Information Technology Policy is available online (https://salve.edu/sites/default/files/filesfield/documents/Information_Technology_Policy.pdf).

Academic Programs

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- Counselor Education and Expressive Arts (p. 29)
- Criminal Justice and Cybersecurity (p. 45)
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- Psychology: Behavior Analysis (p. 75)
- RN-BS Nursing Program (Professional Studies) (p. 81)

Business and Economics

Department Chair:
Melissa Varao, Ph.D.
(401) 341-3123

Program Director, Master of Business Administration:
Brian Leite, DrBA, CFA, CFP, CEBS
(401) 341-7497

Program Director, Master of Science in Organizational Transformation and Leadership & Certificate Programs:
Teresa Starzecki, DBA
(401) 341-3175

About the Degree Programs

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

The **Master of Science in Organizational Transformation and Leadership** provides an interdisciplinary approach to leading, along with the tools to predict, analyze, and address current and future business challenges, while integrating data-driven best-practices. This program integrates three high-demand areas for professional development in response to the ever-changing landscape of the business world, catering to organizations and individuals seeking to adapt and thrive. The program equips aspiring leaders with the mechanisms to better understand, develop and affect culture, lead innovative change, manage high-impact teams, and improve personal career options. Students learn how to unleash high-purpose leadership potential within individuals, groups, and complex organizations. Through this transformative journey, students learn to harness the power of effective leadership, drive positive change, and create a meaningful impact in both the professional realm and society at large.

About the Certificate Programs:

The **Graduate Certificate in Business Intelligence for Organizational Progress** offers a comprehensive curriculum that equips professionals with the knowledge and skills necessary to drive organizational advancement through data analytics. This program covers topics such as quantifying metrics through data analytics, understanding and visualizing data, ethics in data and finance, and business operations and systems thinking. By integrating these areas of study, the certificate program enables participants to effectively analyze data, tell stories through data, make informed decisions, and optimize business operations. Graduates of this program are equipped to leverage data-driven insights, employ ethical practices, and apply systems thinking to enhance organizational performance and drive progress.

The **Graduate Certificate in Organizational Culture Transformation** offers a comprehensive curriculum that equips professionals with the knowledge and skills necessary to promote inclusive leadership and address systemic inequalities. This program covers topics such as leading system change, leading group dynamics, understanding systemic inequalities, and developing cross-cultural awareness. By integrating these areas of study, the certificate program empowers individuals to become leaders capable of driving transformative change, fostering inclusive team dynamics, advocating for equity, and effectively understanding and navigating cultural transformation.

The **Graduate Certificate in Strategic Transformation & Sustainable Management** offers a comprehensive curriculum that equips professionals with the knowledge and skills necessary to navigate the complex realm of strategic organizational transformation and change, while also integrating more sustainable business practices. Students

explore strategies and learn practical tools for driving organizational change, business futuring, strategic management, ethical decision-making, and innovation while addressing issues and practices in Environmental, Social, and Governance (ESG). This program is designed to equip individuals with the knowledge, skills, and strategic mindset required to navigate complex challenges, drive positive change, and build resilient, sustainable organizations.

On Campus, Online or On-site

All programs can be earned entirely online. Some courses may be offered with campus meetings. Many students accelerate completion of their degrees by taking a combination of on-campus and online courses simultaneously. If a business, agency or organization is interested in sponsoring an onsite program, a representative should contact the graduate program director for additional information.

MBA Student Learning Outcomes

At the completion of the program, students will be able to:

1. Demonstrate well-developed problem-solving skills.
2. Demonstrate the major theories and concepts in the areas of accounting, finance, management, and marketing, and elucidate their applications to organizational decision making.
3. Evaluate the opportunities and challenges of globalization and apply managerial skills to global business issues.
4. Integrate legal and ethical problems and apply standards of ethical behavior in business to management decision making.
5. Apply appropriate technological and quantitative methods and tools to the solution of practical management problems.
6. Create highly developed forms of both narrative and persuasive types of communication and present them orally and in written form to diverse professional audiences.
7. Demonstrate well-developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.
8. Students will be able to manage organizational problems and issues from a multi-disciplinary perspective.
9. Students will be able to integrate theory and practical application across business functional areas for the purpose of strategic analysis, planning, implementation, and control.

(Source: 2022 Assessment Report)

MS in Organizational Transformation and Leadership Student Learning Outcomes

At the completion of the program, students will be able to:

1. Demonstrate mastery of theoretical material related to leadership principles, theoretical perspectives, and/or transformative process for change.
2. Interpret the challenges faced in the new and ever-changing world of business that may be applied across diverse cultures, sectors, and industries.
3. Integrate leadership and management perspectives and practices to diverse situations.
4. Apply principles of ethical behavior in business to management decision making.

5. Apply techniques to develop and grow strategic, sustainable, & transformative organizations to meet today's challenges.

6. Use data analytics and quantitative methods for evidence-based decision making.

7. Recognize how to lead people and groups through organizational change practices and procedures.

8. Demonstrate high level narrative and persuasive communication, both orally and in written form to diverse professional audiences.

9. Demonstrate well-developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy, innovation, and strategic management.

Master's

- Master of Business Administration (M.B.A.) (p. 27)
- Organizational Transformation and Leadership (M.S.) (p. 28)

Certificates

- Business Intelligence for Organizational Progress Certificate (p. 26)
- Organizational Culture Transformation Certificate (p. 28)
- Strategic Transformation and Sustainable Management Certificate (p. 29)

MGT-502: Managing in a Global Economy (3 Credits)

This course presents the backgrounds, patterns and practical management and operations of domestic, international, multinational and global businesses. Consideration will be given to management and organizational theories as they apply to contemporary organizations including manufacturing, hotels, service industries, for-profit, non-profit, social and entrepreneurial ventures. Topics include working with regulations such as European Union (EU), North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), and Normal Trade Relations (NTR)status as it relates to transnational corporations, global trade and global financial flows. The importance of international human resources management working with labor customs and regulation; respecting varying cultural environments; and identifying and developing global competencies will be covered. The interactions between business policies and the host country's sociopolitical and economic environment are investigated. The use of case studies provides practical application of theories to enhance learning. This course should be among the first courses taken in the program.

MGT-503: Business Law (3 Credits)

This course concentrates on the regulatory issues facing organizations, and compliance requirements. The law controlling agency, partnerships and corporations is examined. Emphasis is on the rights, duties and liabilities of principal, agent, partner, shareholder, officer and director. Students also are exposed to a survey of the law as it relates to personal property, real estate, bankruptcy, negotiable instruments, contracts and the Uniform Commercial Code. Students will use case studies as a basis for understanding how legal requirements (including compliance) are applied in a variety of business settings, and how to mitigate legal risk.

MGT-507: Organizational Behavior & Leading People (3 Credits)

Leading people in organizations is a complex interplay between a leader and workplace dynamics. Leaders do not act alone; they function through relationships that exist within the workplace. Thus, one requirement for effectively leading and managing people is to learn how to make sense of organizational life. This course explores the essential principles of guiding individuals within an organizational context, a pivotal component of any managerial role or leadership responsibility. Throughout the course, students will explore a variety of topics and challenges within the domains of organizational behavior, psychology, and human resource management. These encompass understanding and managing individual differences and multiple perspectives, navigating international and cultural considerations, collaborating within groups, whether they are virtual or physically located in different places, motivating individuals, exercising leadership, shaping organizational structures and cultures, steering change processes, fostering empowerment, delegating tasks, facilitating effective communication, and upholding ethical standards in management.

MGT-509: Human Resources Management (3 Credits)

This course will provide students the understanding of the effective uses of human resources as a manager or an employee. Adaptive methods to achieve organizational goals using ethical considerations and legal obligations will be illustrated. The processes used to determine human resource requirements, recruitment, selection, personal career development, and beneficial accommodation of employees in contemporary organizations will be explored through research, discussion, and case analysis.

MGT-510: Managing Business Operations (3 Credits)

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

MGT-513: Managerial Economics (3 Credits)

This course provides an overview of the economic tools and analytical approaches utilized for business decision making. Topics include price setting, forecasting, demand, production and cost analysis, and the macroeconomic environment/policy as a primary influence upon the business environment.

MGT-519: Cross Cultural Awareness in Organization (3 Credits)

The world of work has changed. Cross-cultural skill sets are needed in all aspects of our collective lives- personally, locally, and globally. The course will examine complex topics, such as inclusion, diversity, and intergenerational opportunities, within the areas of cross-cultural competencies and ethics. This course examines cross-cultural awareness in organizations through a combined examination of organizational models and multi-cultural principles and approaches. It will explore models that provide practical tools to bridge the differences that create conflict and that divide people and organized systems. Students will apply theories to practice, discover personal leadership abilities, develop cultural competencies, and integrate learning within their own areas of interest.

MGT-521: Data Visualization for Business Intelligence (3 Credits)
This course exposes students to data analytics, information visualization, and data storytelling for evidence-based decision making in business. Foundational business analytics content is covered, including communicating strategic and ethical business decisions for diverse audiences. appropriate messaging and understanding human biases. With the use of Tableau, a highly regarded business intelligence and analytics software, students will gain hands-on experience through the creation of data visualizations and dashboards.

MGT-524: Entrepreneurial Enterprise (3 Credits)
This course provides the entrepreneurial knowledge and skills to lead an entrepreneurial unit within an organization or develop a new venture. Topics include identifying market opportunities, research and feasibility studies, strategic business planning, operations, sustainability, funding alternatives, marketing strategies, and budgeting.

MGT-525: Social Entrepreneurship and Social Enterprise (3 Credits)
Social entrepreneurship and social enterprise are business models that utilize innovative ideas and the marketplace to help solve difficult social problems. Students in this course will learn how to solve social problems by employing either a for-profit or not-for-profit market-based solution. Students will gain skills to identify, analyze, implement and assess potential enterprises that will create and sustain social value while focusing on the needs of the intended target market.

MGT-528: Quantifying Metrics Through Data Analytics (3 Credits)
This course highlights the principles and techniques required for the acquisition and preparation of data used for strategic decision-making in business. Basic statistical analysis and modeling are covered using analytical tools such as Microsoft Excel. Students will gain an understanding of how to interact with data effectively, draw meaningful insights, and communicate findings through descriptive, prescriptive, and predictive analytics.

MGT-530: Marketing and Consultative Selling (3 Credits)
Students examine the tools and techniques of managing marketing activities and decision-making skills needed for profit and non-profit businesses in the domestic and international marketplace. They explore principles and concepts including product positioning, development and policy; pricing; distribution; effective communication, social media marketing, as well as segmentation, targeting, and positioning to recognize and solve marketing problems. Consultative sales techniques and sales management principles will also be explored.

MGT-531: Managing Diverse High Impact Teams (3 Credits)
This course will provide a framework to view the dynamics of group development. The course will provide practical experience in group dynamics, and in managing groups and teams. Students will learn to identify different group types, establish group norms, understand the evolution of a typical group, and become familiar with ethical issues in leading and managing groups. One essential component of managing diverse high-impact teams is the ability to observe how people interact and to know how or when to intervene within an emergent group situation. Students will explore the various implications that an organization, culture, society, and/or community have on group development.

MGT-533: Personal Leadership Mastery (3 Credits)
Leading in today's world can be fraught with uncertainty, ambiguity, and even chaos. A new type of leader with different skill sets is needed at all levels: personal, professional, local, national, cross-national, global, and planetary. Evidence-based research supports the idea that leadership skills can be learned that enable individuals to step into leadership regardless of rank, role, age, and other differences. These skill sets are both personal and organizational. Through this course, students will explore integrative approaches to enhance personal growth and development. Students will explore how to lead self, how to develop a clear, purpose-driven leadership philosophy, and how to develop personal and interpersonal strategies for effective resilience, energy management, and relationship-building communication.

MGT-535: Systemic Inequalities and Policy (3 Credits)
Leading organizational culture transformation is complex. This course explores the central question of how to create a more just and equitable organizational culture and will provide critical thinking, analytical skills, and tools to examine this question. This course will take a deep look into the systemic inequalities and policies that mitigate against successful organizational cultural transformation. Students will explore the deep-seated causes of systemic inequalities that are rooted in history, organizational theory, and the dominant leadership assumptions of command and control, to provide insight into how these inequalities persist, evolve, and grow. The course will help students develop the skills needed to critically assess organizational and public policies, discern and evaluate the effectiveness of policies developed to address these issues and learn to inquire about the ethical dilemmas associated with implementing reasonable policy initiatives.

MGT-540: Social Justice and Business Ethics (3 Credits)
In response to the extensive globalization of the economy and the explosion of worldwide communications and educational changes, this course takes a global perspective on major corporate ethical, legal and governance issues impacting our daily lives whether as entrepreneurs, managers, business professionals, investors or consumers. Focusing on global business workings, students will examine enduring concepts of what it means to do business in an ethical, legal and just manner. Case studies will be used to explore contemporary applications of shareholder versus stakeholder corporate governance and human rights questions as they impact global business, regarding bribery and corruption, consumer protection, developing economies, worker health and safety, child labor, environmental protection and professional codes of ethics.

MGT-541: Issues and Practices in Environmental, Social and Governance (ESG) (3 Credits)
This course explores global and organizational environmental issues from a social justice and corporate social responsibility perspective. The course foundations of environment, social justice and governance policies are built upon the premise that all people, regardless of race, class, gender, ethnicity, and economic capacity have a right to a clean and safe environment, and access to adequate natural resources. Further, the course examines the implications and challenges of environmental injustices and the need for corporate and social responsibility to correct these issues. Global and sustainable practices are explored in the context of various ethical frameworks, and reasonable policy initiatives.

MGT-542: Business Ethics & Sustainable Management (3 Credits)
In today's global business landscape, ethical considerations and sustainable practices are not only imperatives but also key drivers of long-term success and resilience. This course is designed to explore the intricate relationship between ethical principles and sustainable business strategies. Through a blend of theory, case studies, and practical applications, students will gain the knowledge and skills necessary to lead organizations toward ethical excellence and sustainable growth.

MGT-544: Data Management and Ethics (3 Credits)
Data is a powerful asset that has the potential to drive innovation, inform decision-making, and transform industries. This course examines the proper management of data and databases including data storage, access, and manipulation through tools such as SQL. Particular focus is placed on ethical issues and best practices that govern the handling of data in a variety of contexts. As data stewards and thought leaders, students will learn to navigate the intricate landscapes of data management.

MGT-549: Leading System Change & Transformation (3 Credits)
Leading system-wide change and transformation is a constant challenge in an era of continuous flux. Visionary, interdisciplinary thinking is needed to facilitate human and planetary change and to enhance interdependent cooperative action. This course provides an overview of the skills needed to lead and manage people through change and transformation. It examines several methods and tools through which leaders and managers affect change in organizations, engage people through communication processes, and build capacities for sustaining change. It will explore the unique characteristics of change and transformation dynamics: how individuals often respond to change; how to build trust; how to assess the impact of change on organizational culture, group behavior, interpersonal influences and on organizational design and innovation. Students will have the opportunity to improve skills in areas such as process consultation, leading and managing change, team building, and measuring organizational readiness and effectiveness. Students will apply course material to real world issues, situations, and workplace challenges through a collaborative project.

MGT-550: Non-Profit Management (3 Credits)
This course provides an introduction to non-profit management including topics such as strategy, planning, budgeting, legal issues, non-profit industry, administrative, organizational issues, ethical concerns, service assessment/quality control, board development and governance by volunteers and trustees, management of funding and regulatory issues, theories of philanthropy and legal structure of non-profits.

MGT-552: Non-profit Financial Management (3 Credits)
Including reporting, responsible decision-making based on data, resource allocation (and stewardship of resources), decision and control processes, capital project analysis, expenditures and budgeting. Ethical financial considerations, financial accounting and reporting standards under FASB (Financial Accounting Standards Board), donor-imposed stipulations, functional expenses (mandatory and voluntary), management, fund-raising and management expenses.

MGT-554: Business Foresight and Futuring (3 Credits)
This course introduces the concept of strategic foresight (futures studies, futuring) and its specific application to the business world. The class will explore strategic foresight as a field, including its origins and place in current business thinking. Basic terminology, concepts and theories will also be discussed. Common futures methods will be described and practiced. The class will get an introduction into how businesses and other organizations systematically explore the future and what major trends and emerging issues are impacting their world.

MGT-555: Organizational Transformation and Change (3 Credits)
This course provides an overview of the field of organizational behavior with a focus on organizational culture, group behavior, interpersonal influence and organizational design, change and innovation. This course is centered on effective change management within organizations. Students will have the opportunity to improve skills in areas such as process consultation, managing change, team building and measuring organizational effectiveness.

MGT-556: International Finance (3 Credits)
International Finance will provide students with an understanding of the importance of foreign trade and investment and how to finance and manage associated foreign exchange and capital investment activities. The course introduces Balance of Payments, Currencies and International Parity Concepts, Currencies, Hedging Instruments and Managing Foreign Currency Exposures, International Portfolio & Corporate Investments. At the end of the course students should have a working knowledge of where to secure global trade and investment information, how to translate and manage foreign currency exposures and how to assess international investments.

MGT-557: International Marketing (3 Credits)
Expanding into international markets is a critical success factor for most organizations. In this course, students will learn how to design an effective international marketing campaign. Students will gain a fundamental understanding of the economic, regulatory, legal, and cultural challenges to doing business internationally.

MGT-558: Management of Cyber Opportunities and Threats (3 Credits)
Information is one of the most important assets of today's organizations. Breaches of privacy, hacking of operating systems, and cybercrime including theft of corporate intellectual property can damage an organization's brand integrity, credibility, customer trust, and even their overall value. This course provides an understanding of opportunities and vulnerabilities in cyberspace, and examines advantages and risks of new technology opportunities, risk assessment related to security breaches and privacy, data protection and loss, intellectual property, industrial espionage, vendor and customer relationships, business continuity and resiliency planning. Focus is placed on preventing and mitigating such risks through employee awareness and training, strategic thinking in cybersecurity policy development and disclosure, network security and intrusion prevention measures, contractual agreements with vendors, data recovery plans, incidence response plans, user responsibility agreements, compliance and legal issues.

MGT-562: Managerial Accounting (3 Credits)
Students explore and analyze real world issues in financial planning and analysis with emphasis on preparation of business plans and financial forecasts. Students use accounting software to record, summarize, report and analyze financial information. Six credits of Accounting or equivalent or permission of instructor is required.

MGT-563: Investment Analysis & Portfolio Management (3 Credits)
This course examines the opportunity set of various investment instruments and the theory and practice of constructing and managing investment portfolios reflecting client objectives, risk tolerance and constraints. Topics covered include Modern Portfolio Theory, investment policy, asset allocation, manager selection, trading/hedging and portfolio monitoring/evaluation. Ethical considerations and contemporary developments such as behavioral finance and values based (ESG) investing are also explored.

MGT-564: Managerial Finance and Accounting (3 Credits)
Students become acquainted with the tools and instruments that allow financial managers to successfully manage current operations and predict long term needs. Emphasis is placed on current industry practices with investigations of the investment, financing, and evaluation decisions necessary for organizations to meet their fiduciary responsibilities. The course is designed to show the application of accounting and finance theory to current management issues through the exploration of real world issues in financial planning and analysis with emphasis on preparation of business plans and financial forecasts. Students use accounting software to record, summarize, report and analyze financial information.

MGT-567: Creative Problem-Solving (3 Credits)
This course provides students with both the theoretical and practical applications of creatively solving problems in a wide range of organizational settings including, for example, healthcare, law enforcement, manufacturing, educational institutions, public sector, private sector, for -profit and not-for-profit entities. Students will work collaboratively and cooperatively to learn the connections between innovation, creativity, visualization, memory, thinking, overcoming mental barriers, problem definition, idea generation, idea evaluation, solution implementation and improved communication.

MGT-571: Business Operations & Systems Thinking (3 Credits)
In the modern era, data-driven decision-making is at the forefront of today's complex and interconnected business landscape. The ability to understand, optimize, and innovate in business operations is paramount. This graduate course in Business Operations & Systems Thinking provides an in-depth exploration of the principles, strategies, and analytical tools needed to streamline and enhance business processes. By integrating systems thinking, you will gain a holistic perspective, allowing you to drive efficiency, adaptability, and success in both traditional and cutting-edge industries.

MGT-575: Strategic Management and Business Policy (3 Credits)
Pre-requisite(s): MGT-502, MGT-503, MGT-510, MGT-540, MGT-558, MGT-562 and MGT-567 are required.
This capstone course enables students to concentrate on the determination and implementation of organizational strategy. The student takes the point of view of an administrative leader who must integrate organizational activities such as human resources management, public relations, operations, marketing, finance, production, disaster planning and critical incident management. Major topics are the determination of organizational strategy and the relationship between the personal values of senior administrators. This capstone course must be taken as one of the last two courses in the degree program.

MGT-578: Strategic Foresight and Innovation (3 Credits)
This course is designed to equip students with the knowledge and tools necessary to not only navigate change, but also to proactively shape the future of organizations. Through strategic foresight and innovative thinking, students will gain the insights and strategies needed to anticipate changes, identify new opportunities, and drive innovation that leads to sustainable growth and success.

MGT-581: Special Topics (3 Credits)
Theoretical, procedural and study abroad opportunities of interest to business studies students are offered periodically.

MGT-589: Innovation and Strategic Management (3 Credits)
This course enables students to understand and create a strategic mission, organizational structure, future forecasting and a sustainable, ethical, socially responsible project for a service and/or profit. Students will work on a team project to design and analyze opportunities, strengths, weaknesses and threats of their creative or assistive project for a real organization. This capstone project will include marketing, budgeting, human resource allocations, legal considerations and community impact. This capstone course must be taken as one of the last two courses in the degree program.

MGT-591: Independent Study (3 Credits)
A focused study on a subject outside the graduate catalog. An independent study provides opportunity for original and in-depth research on a specific topic or regional issue of the candidate's interest and professional focus. It is an important part of the curriculum and should be used to supplement existing coursework. A student selects a topic of research from a single field of learning or one which is interdisciplinary and prepares a research paper to be submitted at the end of the semester (recommended minimum of 20 pages). The quality of the research paper should be appropriate to graduate level research. A list of preliminary readings and/or assignments and a means of assessment/evaluation are clearly defined in advance of the study. A minimum GPA of 3.2 is required.

MGT-598: Internship (3 Credits)
Individual work experience or project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of the internship varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 120 hours for three credits of on-the job experience occurring within a semester.

MGT-5949: Elective, Transfer (3 Credits)

Business Intelligence for Organizational Progress Certificate

The Graduate Certificate in Business Intelligence for Organizational Progress offers a comprehensive curriculum that equips professionals with the knowledge and skills necessary to drive organizational advancement through data analytics. This program covers topics such as quantifying metrics through data analytics, understanding and visualizing data, ethics in data and finance, and business operations and systems thinking. By integrating these areas of study, the certificate program enables participants to effectively analyze data, tell stories through data, make informed decisions, and optimize business operations. Graduates of this program are equipped to leverage data-driven insights, employ ethical practices, and apply systems thinking to enhance organizational performance and drive progress.

Requirements:
Following completion of an approved program of 4 courses (12 credits), the Certificate in Business Intelligence for Organizational Progress is awarded.

Code	Title	Credits
MGT-521	Data Visualization for Business Intelligence	3
MGT-528	Quantifying Metrics Through Data Analytics	3
MGT-544	Data Management and Ethics	3

MGT-571	Business Operations & Systems Thinking	3
Total Credits		**12**

Master of Business Administration (M.B.A.)

Accredited by the International Accreditation Council for Business Education (IACBE), the Salve Regina MBA program is designed to meet the needs of aspiring or current business leaders. The curriculum combines the technical knowledge required of today's managers with a humanistic and adaptable approach to business training reflecting the Mercy Mission of the University.

The Salve MBA curriculum is delivered entirely online, blending the flexibility of largely asynchronous delivery with synchronous components designed to promote a collegial learning community and direct student-faculty engagement.

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

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

Prerequisite Courses

Success within the Salve Regina MBA program will require a working knowledge of baseline quantitative and business concepts. Evidence of this working knowledge can take the form of the successful completion of undergraduate coursework in accounting, economics, statistics and/or calculus, prior professional business experience, and/or other demonstrable comfort with or ability to master these concepts. Prospective students without such evidence may be required, at the discretion of Graduate Admissions or the Graduate Program Director, to demonstrate one or more prerequisite course equivalencies.

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

1. Official undergraduate transcript from an accredited institution demonstrating successful completion of the prerequisite courses
2. CLEP examination results demonstrating proficiency in the prerequisite courses
3. Other evidence of mastery such as the completion of certain online self-study courses

Curriculum

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

Code	Title	Credits
MGT-503	Business Law	3
MGT-507	Organizational Behavior & Leading People	3
MGT-510	Managing Business Operations	3
MGT-513	Managerial Economics	3
MGT-521	Data Visualization for Business Intelligence	3
MGT-530	Marketing and Consultative Selling	3

MGT-542	Business Ethics & Sustainable Management	3
MGT-558	Management of Cyber Opportunities and Threats	3
MGT-564	Managerial Finance and Accounting	3
MGT-575	Strategic Management and Business Policy [1]	3
Select two elective courses		6
Total Credits		**36**

[1] Capstone course MGT-575 Strategic Management and Business Policy is taken as one of the last two courses in the program.

Elective Courses

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

Students may, but are not required to, choose to focus their two Electives to pursue a Concentration within their MBA program in the areas of Cyber Security Issues in Business, Entrepreneurial Enterprise, or Finance. The requirements for each concentration are described on the Concentrations page.

Examples of management electives follow:

Code	Title	Credits
MGT-509	Human Resources Management	3
MGT-524	Entrepreneurial Enterprise	3
MGT-525	Social Entrepreneurship and Social Enterprise	3
MGT-550	Non-Profit Management	3
MGT-554	Business Foresight and Futuring	3
MGT-555	Organizational Transformation and Change	3
MGT-556	International Finance	3
MGT-557	International Marketing	3
MGT-563	Investment Analysis & Portfolio Management	3
MGT-567	Creative Problem-Solving	3
MGT-581	Special Topics	3
MGT-598	Internship	3

Cyber Security Issues in Business Concentration

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

In addition to the requirements of the Master of Business Administration, students must complete **two** of the following courses:[1]

Code	Title	Credits
CJC-530	Cyberthreat Analysis	3
CJC-543	Cyber Intelligence	3

| CJC-546 | Insider Threat | 3 |
| CJC-576 | High Technology Crime | 3 |

[1] Cyber course substitutions may be approved on a case-by-case basis.

Entrepreneurship Concentration

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

In addition to the requirements of the Master of Business Administration, students must take **MGT-524** and **one** additional course from the list below:

Code	Title	Credits
Required:		
MGT-524	Entrepreneurial Enterprise	3
Choose 1 of the following electives:		3
MGT-554	Business Foresight and Futuring	
MGT-525	Social Entrepreneurship and Social Enterprise	

Finance Concentration

The MBA with a Finance concentration provides the business practitioner with additional financial management expertise through a combination of firsthand experiences, technical assessment tools, and analytical techniques. This foundation prepares students to make informed judgments about prudent financial decisions that improve business and investment performance, both ethically and financially and develops a student's ability to allocate funds to their highest valued use.

In addition to the requirements of the Master of Business Administration, students must complete the following:

Code	Title	Credits
MGT-556	International Finance	3
MGT-563	Investment Analysis & Portfolio Management	3

Degree Plan for Master of Business Administration

Course	Title	Credits
First Year		
Fall		
MGT-507	Organizational Behavior & Leading People	3
MGT-542	Business Ethics & Sustainable Management	3
	Credits	**6**
Spring		
MGT-503	Business Law	3
MGT-530	Marketing and Consultative Selling	3
	Credits	**6**
Second Year		
Fall		
MGT-513	Managerial Economics	3
MGT-521	Data Visualization for Business Intelligence	3
MGT-558	Management of Cyber Opportunities and Threats	3
MGT-564	Managerial Finance and Accounting	3
	Credits	**12**
Spring		
MGT-510	Managing Business Operations	3
Elective Course #1 [1]		3
Elective Course #2 [1]		3

MGT-575	Strategic Management and Business Policy	3
	Credits	**12**
	Total Credits	**36**

[1] Can choose to apply towards optional Concentration

Organizational Culture Transformation Certificate

The Graduate Certificate in Organizational Culture Transformation offers a comprehensive curriculum that equips professionals with the knowledge and skills necessary to promote inclusive leadership and address systemic inequalities. This program covers topics such as leading system change, leading group dynamics, understanding systemic inequalities, and developing cross-cultural awareness. By integrating these areas of study, the certificate program empowers individuals to become leaders capable of driving transformative change, fostering inclusive team dynamics, advocating for equity, and effectively understanding and navigating cultural transformation.

Requirements:
Following completion of an approved program of 4 courses (12 credits), the Certificate in Organizational Culture Transformation is awarded.

Code	Title	Credits
MGT-519	Cross Cultural Awareness in Organization	3
MGT-531	Managing Diverse High Impact Teams	3
MGT-535	Systemic Inequalities and Policy	3
MGT-549	Leading System Change & Transformation	3
Total Credits		**12**

Organizational Transformation and Leadership (M.S.)

The Master of Science Degree in Organizational Transformation and Leadership provides an interdisciplinary approach to leading, along with the tools to predict, analyze, and address current and future business challenges, while integrating data-driven best-practices. This program integrates three high-demand areas for professional development in response to the ever-changing landscape of the business world, catering to organizations and individuals seeking to adapt and thrive. The program equips aspiring leaders with the mechanisms to better understand, develop and affect culture, lead innovative change, manage high-impact teams, and improve personal career options. Students learn how to unleash high-purpose leadership potential within individuals, groups, and complex organizations. Through this transformative journey, students learn to harness the power of effective leadership, drive positive change, and create a meaningful impact in both the professional realm and society at large.

Following completion of an approved program of 10 courses (30 credits) and all degree requirements, the Master of Science Degree in Organizational Transformation and Leadership degree is conferred.

Required Courses:

Code	Title	Credits
MGT-507	Organizational Behavior & Leading People	3
MGT-519	Cross Cultural Awareness in Organization	3

MGT-521	Data Visualization for Business Intelligence	3
MGT-531	Managing Diverse High Impact Teams	3
MGT-533	Personal Leadership Mastery	3
MGT-535	Systemic Inequalities and Policy	3
MGT-541	Issues and Practices in Environmental, Social and Governance (ESG)	3
MGT-542	Business Ethics & Sustainable Management	3
MGT-549	Leading System Change & Transformation	3
MGT-578	Strategic Foresight and Innovation	3
Total Credits		**30**

Degree Plan for M.S. in Organizational Transformation and Leadership

Course	Title	Credits
First Year		
Fall		
MGT-507	Organizational Behavior & Leading People	3
MGT-542	Business Ethics & Sustainable Management	3
	Credits	**6**
Spring		
MGT-519	Cross Cultural Awareness in Organization	3
MGT-521	Data Visualization for Business Intelligence	3
	Credits	**6**
Summer		
MGT-549	Leading System Change & Transformation	3
MGT-578	Strategic Foresight and Innovation	3
	Credits	**6**
Second Year		
Fall		
MGT-541	Issues and Practices in Environmental, Social and Governance (ESG)	3
MGT-533	Personal Leadership Mastery	3
	Credits	**6**
Spring		
MGT-531	Managing Diverse High Impact Teams	3
MGT-535	Systemic Inequalities and Policy	3
	Credits	**6**
	Total Credits	**30**

Strategic Transformation and Sustainable Management Certificate

The Graduate Certificate in Strategic Transformation & Sustainable Management offers a comprehensive curriculum that equips professionals with the knowledge and skills necessary to navigate the complex realm of strategic organizational transformation and change, while also integrating more sustainable business practices. Students explore strategies and learn practical tools for driving organizational change, business futuring, strategic management, ethical decision-making, and innovation while addressing issues and practices in Environmental, Social, and Governance (ESG). This program is designed to equip individuals with the knowledge, skills, and strategic mindset required to navigate complex challenges, drive positive change, and build resilient, sustainable organizations.

Requirements:
Following completion of an approved program of 4 courses (12 credits), the Certificate in Strategic Transformation & Sustainable Management is awarded.

Code	Title	Credits
MGT-541	Issues and Practices in Environmental, Social and Governance (ESG)	3
MGT-542	Business Ethics & Sustainable Management	3
MGT-549	Leading System Change & Transformation	3
MGT-578	Strategic Foresight and Innovation	3
Total Credits		**12**

Counselor Education and Expressive Arts

Department Chair, Counselor Education Program Director & Clinical Coordinator
Amanda J. Minor, Ph.D.
(401) 341-3278

Counselor Education Program
Kathleen N. Muirhead, Ph.D.
(401) 341-7286

Counselor Education Program
Zuleida Aleman-Herba, PhD
(401) 341-7880

Expressive Arts Program Coordinator
Christopher Carbone, M.A., RDT
(401) 341-3122

Department Coordinator
Julie Williams Davis, M.A., CAGS
(401) 341-4781

The Department of Counselor Education and Expressive Arts consists of a 60-credit Clinical Counseling Program with specializations in Holistic Clinical Mental Health Counseling and Clinical Rehabilitation Counseling, two Counseling Certificates of Advanced Graduate Studies (CAGS) in Holistic Counseling and Rehabilitation Counseling, and various innovative Certificates in Expressive and Creative Arts (ECA).

The Clinical Counseling program provides a comprehensive foundational and post-master's education in counselor education. The various expressive and creative arts certificates complement the counseling program or can serve as stand-alone certificates. All educational options provide career paths to meet program and certificate goals and student needs.

In keeping with the University's mission, the department prepares students to work for a world that is harmonious, just, and merciful by expanding knowledge and understanding in their chosen field.

In alignment with the Salve Regina mission, strategic compass, and department philosophy, we welcome students from diverse personal and professional backgrounds. Our courses provide a strong base for understanding and respecting the various views and cultures within professional environments and the client populations we serve.

The ECA certificate programs use a holistic, multimodal approach to the professional application of the expressive and creative arts, concentrating on integrating visual arts with movement, sound, theater arts, and expressive writing. Through guided study and hands-on experiential work, students gain the skills needed to practice the expressive and creative arts in counseling, therapy, education, health

care, community organizing, or any profession in which personal expression and creative development are essential.

Classes are offered on our Newport campus as well as online.

*The Clinical Rehabilitation Counseling M.A. specialization and CAGS are the only fully online programming options.

Program requirements will be revised and updated as licensing requirements change.

Overview of the Department Programs
Clinical Counseling M.A.

The 60-credit Master of Arts Degree in Clinical Counseling program empowers students to build a counseling identity based on the tenets of professional counseling and a deeper understanding of personal awareness, knowledge, skills, and levels of advocacy needed to be a professional counselor. The mission of the Clinical Counseling Program is to prepare graduate-level master's degree students for the vital roles of counselors with specialized knowledge and skills in mental health counseling and clinical rehabilitation counseling, as outlined by the American Counseling Association. Our program embodies the five Critical Concerns of the University. It actively supports social justice, anti-racism, and the value of all human beings through our community-based clinical work and client advocacy.

Professional Counseling is based on an identity that is characterized by:

1. A wellness model of mental health
2. A developmental perspective
3. A focus on prevention and early intervention
4. Empowering clients
5. An ongoing commitment to cultural and equity considerations

Students who graduate from the Clinical Counseling Program meet the academic criteria required to take the Mental Health Counseling Licensure Exam in Rhode Island and many other US states. Students specializing in clinical rehabilitation can also apply to become certified rehabilitation counselors (CRC). Through academic and personal growth, students will have skills in working with a variety of clients with skills in relationship building, goal setting, treatment planning, prevention, advocacy, research, evaluation, assessment, diagnosis, consultation, psychoeducational, crisis intervention, and understanding documentation and paperwork. Students are prepared to work in a variety of settings, including (but not limited to) clinical mental health counseling centers, rehabilitation centers, education and healthcare institutions, government service, profit and not-for-profit sectors, substance use disorder programs, facilities housing individuals who have been incarcerated, military sites, and other allied professional programs.

Students will also complete 700 hours of clinical work within the community during their clinical practicum and internship experiences.

Holistic Clinical Mental Health Counseling Specialization Overview

Salve Regina University's Holistic Counseling program was established in 1987 and was one of the first programs of its kind. The program has expanded through the years to offer a 48-credit program, a 60-credit program, and a Certificate of Advanced Graduate Studies (CAGS) in Mental Health Counseling: Concentration in Holistic Counseling. The 60-credit program was launched in 2017 to align with best practices and changes in state standards for licensure. In an effort to streamline

programing and integrate the best parts of the Counselor Education academic offerings, the Department created the Clinical Counseling Program and two areas of specialization in the Fall of 2023.

The mission of the Holistic Counseling specialization is to prepare master's degree students to serve as professional and ethical counselors who undertake their role as mental health counselors from a holistic, systemic, ever-evolving, culturally competent perspective.

The Holistic Counseling specialization strives to integrate concepts of holism and systemic thinking, the American Counseling Association's (ACA) definition of an ethical professional counselor, the Sisters of Mercy Critical Concerns (Anti-racism, nonviolence, immigration, women, and the Earth), the Multicultural and Social Justice Competencies (Ratts et al., 2015), real-world experience, and internal and external exploration to create a professional program for future Holistic Mental Health Counselors. The programs prepare students to sit for the Mental Health Counseling Licensure exam.

Please visit the Clinical Counseling tab for more information about the Holistic Clinical Mental Health Counseling Specialization.

Clinical Rehabilitation Specialization Overview

The Salve Regina University Rehabilitation Counseling program was established in 2004 as a 48-credit program and was nationally accredited in 2005 by the Council on Rehabilitation Education (CORE). In 2016, the 60-credit Clinical Rehabilitation Counseling Program was created. In an effort to streamline programming and integrate the best parts of the Counselor Education academic offerings, the Department created the Clinical Counseling Program and two areas of specialization in the Fall of 2023.

The mission of the Rehabilitation Counseling Programs is to prepare master's degree students to perform a vital role as counselors with specialized knowledge and skills for rehabilitation counseling and mental health service delivery to clients with mental health issues and co-occurring disabilities.

To prepare clinically skilled, knowledgeable, and committed rehabilitation counseling professionals, rehabilitation counselors draw on knowledge from many disciplines, including counseling, psychology, medicine, neuropsychology, psychiatry, sociology, social work, education, and law. The program and specialization emphasize the successful functioning of the *whole person,* not just dealing with a diagnosis or disability. Students develop the ability to serve persons with a wide array of disability-related and mental health concerns impacting the individual, the family, and society. They receive their training and work in various clinical settings to develop their clinical and cultural competencies and better understand the influences of multicultural factors.

Please visit the Clinical Counseling tab for more information about the Rehabilitation Counseling Specialization.

Counseling Certificate of Advanced Graduate Studies (CAGS)

The Counseling Certificate of Advanced Graduate Study (CAGS) is for students with a previous 42+ credit Masters degree in a behavioral helping field who need additional credit hours to be eligible for licensure. Students can earn a CAGS in **Holistic Counseling** or **Rehabilitation Counseling**. Please see the Counseling Certificate tabs for further information.

Expressive and Creative Arts: Professional Applications

Our program provides experiential training in Expressive Arts therapies and facilitation, which integrates the transformative power of the arts into the helping professions. With a multimodal approach to the arts, this experiential training program can be utilized in various professional settings.

The Expressive Arts Institute

The Expressive Arts Institute foundation courses are offered as part of the Expressive & Creative Arts program, the Department of Counselor Education and Expressive Arts, and the Office of Graduate and Professional Studies at Salve Regina University. The summer professional development courses have been designed to provide educators, artists, medical caregivers, counselors, and those in related fields with basic training in the expressive and creative arts to facilitate transformation, self-discovery, healing, and the evolution of consciousness when working with groups or individuals.

These introductory courses will focus on using a multimodal approach to the expressive and creative arts, concentrating specifically on integrating the visual arts with movement, sound, and expressive writing. Class lectures and discussions on the applications of the expressive and creative arts and research supporting their efficacy will be combined with hands-on experiential exercises. The ability to participate in the experiential portion of this work is an essential aspect of the program.

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

Acceptance into the Expressive Arts Institute is competitive and requires a formal application, which includes a one-page letter of intent stating how the applicant wishes to utilize the training professionally, along with an explanation of the individual's qualifications to do so; a professional resume; two letters of recommendation; and a personal telephone interview. The Expressive and Creative Arts program coordinator will review and approve each application.

Along with the minimum requirement of a bachelor's degree, students must also be able to fulfill the program's requirements according to accepted standards of the profession as deemed essential by the expressive arts faculty. To complete the courses, a student must attend all classes from start to finish, actively participate in and contribute to all aspects of the program, and complete all outside work assignments to the satisfaction of the faculty.

For more information, visit https://salve.edu/expressive-arts-institute (https://salve.edu/expressive-arts-institute/) or call (401) 341-3122.

Master of Arts Clinical Counseling – Clinical Rehabilitation Counseling Specialization

1. Students will demonstrate the knowledge of the philosophy, principles, professional ethics, and scope of practice of the clinical rehabilitation counseling profession.
2. Students will identify and provide clinical rehabilitation counseling services in a manner that reflects an understanding of research findings, psychosocial influences, cultural beliefs and values, sexual orientation, gender, and diversity differences across the lifespan that may affect the clinical rehabilitation counseling process, opportunities for employment, and independent living for persons with disabilities.
3. Students will educate and assist employers, people with disabilities, families, and other rehabilitation professionals in identifying, modifying, or eliminating architectural, procedural, and/or attitudinal barriers to obtaining and maintaining successful employment and independent living.
4. Students will administer and utilize mental health, SUD, disability, and vocational instruments as an ongoing process in establishing individual rapport, whole-person assessment of client needs, clinical rehabilitation service planning, evaluation of independent living skills, and vocational and transferable skills for persons with disabilities.
5. Students will develop culturally competent strategies to identify and eliminate barriers, prejudices, and processes of intentional or unintentional oppression and discrimination when working with diverse clients.

Master of Arts Clinical Counseling – Holistic Clinical Mental Health Counseling Specialization

1. Students will understand, embody, and be able to articulate their professional HCMHC counseling identity.
2. Students will have knowledge of Human Growth and Development in order to understand the nature and needs of individuals at all developmental levels and in multicultural contexts.
3. Students will be able to articulate knowledge of social and cultural foundational understanding related to counseling skills currently needed in working with various client populations.
4. Students will be able to articulate knowledge and skills in the counseling and consultation processes.
5. Students will be able to articulate knowledge and skills related to group development, dynamics, counseling theory, group counseling methods, and group work approaches.
6. Students will be knowledgeable and understand career development and related factors.
7. Students will be able to articulate knowledge about individual and group approaches to assessment and evaluation.
8. Students will exhibit knowledge about various research methods, statistical analysis, needs assessments, and program evaluation.
9. Students will be knowledgeable about the profession of counseling including history, organizational structures, ethics, standards, and credentialing.
10. Students will demonstrate a disposition that aligns with best practice counseling competencies.

Expressive and Creative Arts Professional Applications

At the completion of the program, students will be able to:

1. Demonstrate knowledge of principles, theoretical perspectives and research in the Expressive Arts as transformative process.
2. Demonstrate understanding of integrating holistic, multi-modal paradigms within the expressive arts.

3. Demonstrate proficiency of skills in experientially utilizing arts-based approaches in one's personal development.

4. Demonstrate proficiency of skills in guiding others as a facilitator of Expressive Arts in their area of work.

5. Demonstrate competencies to work effectively with a diverse range of individuals and groups in community contexts.

(Source: 2022 Assessment Report)

Master's

- Clinical Counseling (M.A.) (p. 38)

Certificates

- Clinical Mental Health; Concentration in Holistic Counseling Certificate of Advanced Graduate Studies (p. 42)
- Mental Health: Rehabilitation Counseling Concentration Certificate of Advanced Graduate Studies (p. 43)
- Professional Applications of the Expressive and Creative Arts Certificate of Advanced Graduate Studies (p. 43)
- Professional Applications of the Expressive and Creative Arts Certificate of Graduate Studies (p. 44)

Counseling (COU)

COU-500: Professional Orientation and Ethics (3 Credits)
This course is an introduction to the profession of counseling including professional identity, history, accreditation, licensure, organizational structure, advocacy, and use of technology. The class also focuses on cultural considerations and the ethical problems in counseling with specific attention given to the American Counseling Association Code of Ethics. This course should be taken in the beginning portion of the students program of study. Non-matriculating students are permitted to take this course.

COU-501: Human Growth and Development (3 Credits)
The course is designed to address the understanding of human growth and development across the life span. The course emphasizes the interwoven nature of development domains (physical, cognitive, social, spiritual, and emotional) and the contextual factors influencing each. The critical nature of cultural implications within human development are explored. Theoretical, practical, and research perspectives will be examined as they apply to the counseling professions. This course should be taken in the beginning portion of the students' program of study. Non-matriculating students are permitted to take this course.

COU-502: Cultural Equity in Counseling (3 Credits)
This course should be taken towards the beginning portion of students' program. It explores a wide variety of issues within counseling from an intrapersonal to a systemic level and asks students to examine the lens through which they see themselves and others, especially when working in a counseling environment. The class investigates how human intersectionality, privilege, and oppression impact the counselor/client relationship. This course focuses on counselor-in-training awareness and understanding around cultural elements, the importance of meeting clients where they are, gaining skills in working with a variety of clients, and understanding the role of a professional counselor.

COU-503: Theories of Counseling (3 Credits)
This course includes the conceptual study of the theoretical underpinnings of selected historical and modern counseling theories. These theories will be explored related to personality development, cultural relevance, client maturation, and the change process. Specific theoretical interventions within various theories will be explored. Students will begin to conceptualize how theory, personhood, and cultural development are intimately connected in an effort to identify the theory(ies) that resonate with their counseling style.

COU-505: Trauma Informed Counseling (3 Credits)
This course discusses the foundations and importance of trauma-informed methodology in the counseling profession. Students learn how neurobiological, environmental, biological predispositions, and psychological stressors contribute to the experience of trauma and how trauma impacts various processes, such as grief. The class will also discuss cultural considerations; accessing community support; and self-care for clinicians who treat these populations.

COU-506: Research Methods (3 Credits)
Using a culturally competent approach to research, students explore various research techniques and apply that knowledge to an analysis of existing research in order to design and implement their research projects. The course includes preparing appropriate research questions, a literature review, qualitative and quantitative approaches, research designs, threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. A basic overview of the application of research methods to program evaluation is provided. Ethical and cultural issues are explored in some depth.

COU-513: Working with Intimate Relationships in Counseling (3 Credits)
Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509 are required.
This course focuses on the culture of intimate relationships, such as couples and families. It discusses theoretical frameworks, the structure and process, the systemic life cycle, and the relationship and dynamics between individuals in intimate systems. The impact of culture and society is discussed throughout the course. Students will gain an understanding of how the family system impacts the individual as well as larger systems. Ethnicity, gender, socioeconomic status, and varying definitions of family are discussed.

COU-515: Diagnosis and Treatment Planning (3 Credits)
Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509. are required.
Students learn about clinical interviewing methods, clinical diagnosing, clinical language, and treatment planning. Through reading, class discussion, and discussing case studies, Students learn how to set goals and make plans that integrate clinical and holistic models that address symptoms, support the whole person, and promote optimal functioning and well-being. This course introduces psychometrics and common assessment formats to enable a student to arrive at a DSM-5 TR diagnosis. This course increases clinical decision making through traditional evidence-based theories, body-centered psychotherapies, and process-oriented models for treatment.

COU-518: Assessment and Appraisal (3 Credits)
Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509. are required.
This class explores the theoretical basis for assessment from a historical foundation and culturally aware perspectives. Students practice identifying and assessing the psychological, cultural, psychosocial, and behavioral factors that cause disruptions to mental health wellness. Specifically, this course will explore validity and reliability, psychometric statistics, and test construction. In addition, how tests are used to assess personality, behaviors, types of intelligence, aptitudes, achievement, and career choices will be explored. Students learn how to choose and implement appropriate assessments for individuals, couples, and families. This course will also address crisis intervention and how to use assessments to evaluate risk and implement clinical skills and resources.

COU-526: Group Process (3 Credits)
Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509 are required.
This course will provide a framework to view group development as it applies to the field of mental health counseling. The course will provide practical experiences in group process, group interventions, and group facilitation. Students will learn to identify different group types, establish group norms, understand the evolution of a typical group, and become familiar with ethical issues and standards of practice in group work. Students will explore the various implications culture and society has on group development. Students will practice leading a group under supervision in the classroom.

COU-527: Career Counseling (3 Credits)
Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509 are required.
This course will provide students with the knowledge and skills necessary to conduct career counseling to provide insight and direction to clients' vocational goals. Students will examine career development theories, sources of occupational and educational information, life-style and career decision-making processes, and assessment instruments.

COU-535: Substance Use in Counseling (3 Credits)
Students will be provided with a foundational understanding of substance use disorder counseling and will engage with the historical and systemic dynamics that contribute to substance use disorders. Theories and etiologies of substance abuse are reviewed, along with pertinent information regarding commonly abused substances. Effective, evidence-based substance use disorder assessments, treatment modalities, and treatment settings are reviewed as a relevant part of the treatment continuum. Students will challenge commonly held biases and beliefs regarding substance use and abuse, and apply an equitable, wellness-based, and socially just approach to substance use counseling. There will also be discussions of commonly used psychopharmacological drugs within mental health and rehabilitation counseling.

COU-541: Capstone: Integrating Meaning Through Action and Advocacy (3 Credits)
Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509. RHB-504 or HLC-505. COU-506 or HLC-500 or RHB-500. COU-513 or HLC-513 or RHB-513. COU-515 or HLC-515 or RHB-515. COU-518 or HLC-518 or RHB-518. COU-526 or HLC-516 or RHB-516 are required.
This is the capstone course for the Counselor Education Program and students in both specializations will take this course. The focus of the course is integrating concepts and skills from previous courses related to one's identity as a counselor and the integration of meaning in the work of counseling professionals. Students will incorporate awareness, meaning-making, assessment. knowledge, and skills from a holistic, systemic, developmental, accessible, and wellness perspectives into counseling practice.

Holistic Counseling (HLC)

HLC-504: Holistic Foundations (3 Credits)
The course focuses on the emergence of an integrative perspective as it applies to the development of Western science and philosophy within counseling and leadership as distinct disciplines. It examines how attitudes, beliefs, and epistemological have influenced professional practice in counseling and leadership. The course further traces how recent changes in scientific assumptions have affected a shift in both research and professional practice and considers the implications of this shift. Ethics and a holistic or integrative orientation related to these professions are introduced.

HLC-505: Interpersonal Helping Skills (3 Credits)
The course experience provides the opportunity to explore ones basic communication style of interacting with others both verbally and non-verbally. Through practice in dyads. and/or the whole class, students learn and apply basic interpersonal helping skills such as listening, primary accurate empathy, immediacy, the art of challenging, and appropriate self-disclosure - effective professional skills in the helping professions.

HLC-507: The Body Mind Connection (3 Credits)
This course will focus on defining, experiencing, and working with the body-mind connection. Current research findings in neuroscience, modalities, and techniques that affect the body-mind connection and somatic therapeutic processes will be explored. This course is essential for holistic clinical mental health counselors and holistic leaders to integrate the mind-body perspective into their work.

HLC-514: Foundations of Expressive Arts & Creative Arts As Transformation (3 Credits)

This foundation course serves as an introduction to the uses of the expressive arts as an educational and therapeutic vehicle for self-awareness, personal growth and transformation of consciousness. Through experiential exercises and discussion, this course will explore how a variety of arts-based modalities can be utilized to support the learning and healing pathways for individuals and groups. The in-class experiences will draw upon various expressive arts modalities, including: visual imagery, sound, movement, and writing, as part of an inter-modal expressive arts approach. Students will further develop their understanding of the material with responses to readings and other educational resources on the theories, research and approaches to working with the arts as a transformational process and practice. This course also introduces ways to begin to adapt and utilize these holistic practices with others, in a variety of professional settings, including in counseling, psychotherapy, education, healthcare, the arts, and community settings.

HLC-528: Understanding Trauma in Counseling (1 Credits)
Pre-requisite(s): HLC-504, HLC-505, HLC-506, HLC-507, HLC-508, HLC-509, HLC-510 and HLC-515 are required.

Students learn how neurobiological, environmental, biological predispositions, and psychological stressors contribute to the experience of trauma. This course presents the latest research in traditional and body-centered counseling modalities, cultural consideration; accessing community support; and self-care for clinicians who treat this population.

HLC-535: Introduction to Expressive Sound and Music (1 Credits)

This foundation course serves as an introduction to the uses of Expressive Sound and Music as a vehicle for growth and transformation. Through exercises and discussion, the course will explore how Expressive Sound can be utilized to help release tensions, express emotions, and calm the nervous system. The in-class experiences will draw upon various sound-based modalities, including: breathing practices, vocal toning, deep listening, rhythm explorations, and improvisation as part of an intermodal expressive arts approach. This course also introduces ways to begin to adapt and utilize these practices with others in a variety of professional settings, including counseling, psychotherapy, education, healthcare, the arts, and the corporate environment. This course is one of the prerequisite foundation courses for the CAGS/CGS in the professional application of the expressive and creative arts.

HLC-540: Integrating Meaning (3 Credits)
Pre-requisite(s): HLC-504, HLC-505, HLC-506, HLC-507, HLC-508, HLC-509, HLC-510, HLC-550, HLC-551 are required or permission of program director is required.

This course is predicated on research indicating a direct correlation between physical and mental health and one's sense of personal meaning and connectedness to a larger purpose. Students gain awareness of how various world views, cultures, backgrounds, and personal perspectives define meaning and purpose and of how to respectfully practice culturally competent skills for work with clients and/or within a family or place of employment. The course also provides practical tools and techniques with which to assist others to explore similar questions of meaning in their lives, work, organizations, communities, and world-wide. This course is to be taken in the final semester for students in the Holistic Clinical Mental Health Counseling Program and Leadership Dynamic and Practice Program.

HLC-542: Spirituality and Religion in Counseling (3 Credits)
Pre-requisite(s): COU-500, COU-501 and COU-502 are required.

This course is an elective and explores best practices for counselors when clients discuss their spiritual and religious identities. Students will develop awareness of the impact of their own values, gain knowledge in the foundational concepts of spirituality and religion in counseling, and will learn skills to help clients process their spiritual and religious experiences and values. Further, students will understand the boundaries of a counselor's role in this realm and be able to help clients process spiritual and religious content in a way that promotes optimal well-being for a culturally diverse clientele. The most up-to-date ethical codes, professional guidelines, equity-based frameworks, and best practices of the counseling profession will be used to engage with this course.

HLC-550: Advanced Helping Skills (3 Credits)
Pre-requisite(s): HLC-504, COU-500 or HLC-506, COU-502 or HLC 510, COU-501 or HLC-508, COU-503 or HLC-509, COU-513 or HLC-513, COU-515 or HLC-515 are required.

This course is an elective. The course will provide students more advanced skill training with specific focus on theory integration, skill development, clinical language, and assessment. Students' will gain practice refining their counseling skills, providing feedback, and conceptualizing more client cases. Increasing attention is paid to the student's self-awareness and emotional responses. This course should not be taken before Interpersonal Skills in the HCMHC specialization or Motivational Interviewing in the CRBC specialization.

HLC-551: Practicum in Counseling (3 Credits)
Pre-requisite(s): HLC-504, HLC-505, COU-500 or HLC-506, COU-502 or HLC-510, COU-501 or HLC-508, HLC-507, COU-503 or HLC-509, COU-515 or HLC-515 and HLC-550 are required.

Practicum is the student's first clinical field experience. The requirements for this course are fulfilled in a community-based counseling facility and a weekly university seminar. Students begin to develop and apply their counseling skills and abilities in clinical settings. The in-the-field experience consists of approximately 10 hours a week of direct and indirect field experience for a total of 100 clinical-hours and a weekly seminar class. The clinical placement site must be approved by the program. Students will work with a qualified on-site supervisor who will provide site supervision and evaluate the student's counseling skills, preparation, and professionalism in the field. The course instructor will provide a weekly seminar, supervision, assessment, and support. The primary supervision will come from the on-site supervisor. Qualifications for appropriate Site Supervisors are found within the Practicum Agreement. Students are expected to participate in the program's pre-requirements before starting practicum.

HLC-575: Healing and Transformation (2 Credits)
Pre-requisite(s): COU-500 or HLC-506 is required.

This course emphasizes the potential for every human being to heal and change. The course will examine scientific and anthropologic writings on healing as well as how professionals can act as supportive agents in the change process.

HLC-578: Body and Personal Myth: A Jungian Perspective (3 Credits)
Pre-requisite(s): COU-500 or HLC-506 is required.

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

HLC-579: Grief Counseling (2 Credits)
Pre-requisite(s): COU-500 or HLC-506 is required.
This course is an elective and discusses current information, skills, and strategies for counseling interventions specific to various aspects of the grief process. This will include acute, sustained, and ambiguous grief.

HLC-581: Special Topics (1-3 Credits)
Special topics course offered periodically during the academic year.

HLC-582: Introduction to the Expressive and Creative Arts As Transformation (3 Credits)
This foundation course explores the use of the expressive and creative arts as a therapeutic and educational tool for transformation, self-discovery, physical healing, and the evolution of consciousness. Using the body-mind's inner language of imagery, students will learn how to access, release and transform nonverbal sensate impressions of feelings and emotions through a variety of integrative arts processes, including drawing, image-making, and collage. As students experience the energetic shifts that occur in the body-mind when imagery is used to express inner states of awareness, they will begin to understand how thoughts, feelings and emotions can affect the body/mind/spirit. Through hands-on exercises, students will begin to recognize how the expressive arts can help support intra-personal and inter-personal development on many levels. This course also introduces ways to begin to utilize the transformative process with others in a variety of professional settings including, counseling, psychotherapy, education, medical caregiving, the arts, and the corporate environment. This course is one of the prerequisite foundation courses for the CAGS/CGS in the expressive and creative arts.

HLC-584: Movement, Creativity Consciousness: An Introduction (2 Credits)
This two-credit course will introduce a variety of experiences to help students to develop a clearer understanding of the body/mind/spirit connection; to increase awareness of the creative, psychological and spiritual potential as revealed through the body; and to begin to develop an understanding of each person's unique resources and responsiveness through movement. Movement as an expression of a path toward increased somatic awareness will be explored as part of an intermodal expressive arts approach. Students will also begin to explore ways of working with others in the fields of counseling, education, psychotherapy, and other helping professions to help individuals and groups integrate more embodied modalities into their work. This course is one of the prerequisite foundation courses for the CAGS/CGS program in the professional applications of the expressive and creative arts.

HLC-587: Gender and Human Sexuality in Counseling (3 Credits)
Pre-requisite(s): COU-500 or HLC-506, COU-501 or HLC-508 and COU-502 or HLC-510 are required.
This course is designed to provide students with an opportunity to develop a knowledge base regarding the theories and research about gender, biological sex, affection, and sexuality and how that impacts the work of counselors. Biological, cognitive, psychological, spiritual, and emotional components related to gender, sex, and sexual and affectional orientation will be explored. Historical and cultural contexts will also be examined. The course is offered periodically at the program's discretion.

HLC-588: Working With Young People (3 Credits)
Pre-requisite(s): COU-500 or HLC-506, COU-501 or HLC-508 and COU-502 or HLC-510 are required.
This course utilizes counseling and developmental theories, creativity, and research to cultivate therapeutic skills in assessing and treating young people. In doing so, the course discusses cultural and systemic factors that impact child development and growth. The course is offered periodically at the program's discretion.

HLC-590: Internship and Seminar I (3 Credits)
Pre/Co-requisite(s): HLC-504, HLC-505, HLC-506 or COU-500 HLC-507, HLC-508 or COU-501 HLC-509 or COU-503, HLC-510 or COU-502, HLC-513, HLC-515 or COU-515, HLC-516, HLC-517, HLC-550 and HLC-551 are required.
Student interns will practice clinical counseling skills in clinical field placements approved by the internship coordinator. The requirements for this course are primarily fulfilled in a community-based mental health counseling facility. Students begin to develop and apply their counseling skills and abilities in clinical settings. This class is the first part of a two-semester clinically supervised experience. This class requires 300 direct and indirect field hours and an on-campus weekly seminar. Students are required to obtain professional liability insurance coverage to participate in this course and their site supervisor must meet the program's supervision requirements. Requirements for this class are subject to change based on RI LMHC licensure requirements.

HLC-591: Internship and Seminar II (3 Credits)
Pre-requisite(s): HLC-504, HLC-505, COU-500 or HLC-506, COU-502 or HLC-510, COU-501 or HLC-508, HLC-507, COU-503 or HLC-509, COU-515 or HLC-515, HLC 518 or COU 518, HLC 551, HLC 590 are required.
In the second semester of clinical internship, student interns will practice clinical counseling skills in clinical placements approved by the internship coordinator. The requirements for this course are primarily fulfilled in a community-based mental health counseling facility. At this level of training, students work on the more advanced and nuanced skills and various professional responsibilities in their clinical field placement settings. This class requires 300 direct and indirect field hours and an on-campus weekly seminar. Students are required to obtain professional liability insurance coverage to participate in this course and their site supervisor must meet the program's supervision requirements. Requirements for this class are subject to change based on RI LMHC licensure requirements.

HLC-592: Arts, Nature and Eco-Consciousness (1 Credits)
The Arts, Nature and Eco-Consciousness is an integrative learning course, presented in an experiential-learning, workshop format. The class presents foundational material on Deep Ecology, Eco-Psychology, and the role of the creative process in renewing our connection with the environment. The class will emphasize a holistic approach to embodied creative arts processes that reflect the interconnectedness of all life within the earth's community. It will also encourage self-exploration through image making and creative expression (visual arts, sound, movement & theatre arts). The class also presents foundational material on the philosophies of important visionaries in the field of human-nature relationships. Through a hands-on approach to self-expression and reverential ecology, participants will be able to apply the concepts presented in their personal and professional life, in a variety of settings including counseling, education, coaching and community organizations.

HLC-604: Self Discovery Through the Expressive and Creative Arts (3 Credits)
Pre-requisite(s): HLC-514 or HLC-582 or completion of Expressive Arts Institute is required.
This course is designed to provide students with experiential opportunities for creative self-discovery using various integrated expressive arts modalities, focusing primarily on image-making and visual arts. In addition, it offers discussion segments that explore the importance for our time and culture of engaging our connection to our own individual creativity and inner wisdom, and the effect doing this can have on the growth of personal as well as collective consciousness. One key premise of the course is that each of us is born creative and that being creative is the nature of being alive. Another key premise is that, in order to be effective in integrating the use of art, creativity and image-making in any educational, therapeutic, business or other professional settings, it is critical to explore one's creative process, development, and style. Accordingly, the principal emphasis of the course is on individual work using personal process, in-class discussions, outside assignments and an independently designed project to develop a self-discovery creative/visual journal. This course is offered in a hybrid format, involving weekend experiential intensives along with guided study time for personal and professional integration. This course is required for the CAGS/CGS in the professional applications of the expressive and creative arts. Any student who would like to register for this course prior to acceptance into the CAGS/CGS expressive and creative arts program would need specific permission of the program coordinator.

HLC-610: Expressive Theater Arts and Movement: A Multi-Modal Approach to Creativity and Transformation (3 Credits)
Pre-requisite(s): HLC-514 or HLC-584 are required.
In this course, students have an opportunity to do hands-on experiential work in the expressive and creative arts as applied to a variety of fields including counseling, education, healthcare, and other helping professions. The emphasis will be on the modalities of expressive movement and theater arts, with the integration of visual arts and writing interwoven as part of the multi-modal approach. A fundamental premise of this course is that the embodied practices of movement and theater arts provide a vital avenue of expression for the inner self. In addition, the multi-modal approach will create opportunities to reflect upon the ways that one mode of expression informs another, so a deeper understanding of the interplay of modalities, as an intermodal process, will be another area of learning. This course is offered in a hybrid format, involving weekend experiential intensives along with guided study time for personal and professional integration. This course is required for the CAGS/CGS in the professional applications of the expressive and creative arts. Any student who would like to register for this course prior to acceptance into the CAGS/CGS expressive and creative arts program would need specific permission of the program coordinator.

HLC-611: Group and Individual Applications of the Expressive and Creative Arts (3 Credits)
Pre-requisite(s): HLC-514 or HLC-582, HLC-584, and HLC-535 are required.
This course will explore central concepts and approaches to using the expressive and creative arts with groups and individuals along with the integration and application of this work, applied to a variety of fields including counseling, education, healthcare, and other helping professions. Participants will have the opportunity to learn about the application of experiences with the expressive and creative arts in various settings, and will consider applications for a variety of group, individual and community levels. Students will learn how to design and implement a program with appropriate uses of various arts modalities, as part of an intermodal arts approach, including movement, sound, writing and the visual arts. In a specific area of professional interest, students will develop a proposal for a program demonstrating the benefits to a specific group or community. This course is offered in a hybrid format, involving weekend experiential intensives along with guided study time for personal and professional integration. This is designed to be one of the final required courses in the CAGS/CGS program and it is advised to have completed at least several other 600-level courses in the Expressive and Creative Arts. To register for this expressive and creative arts CAGS/CGS course requires permission of the Program Coordinator.

HLC-613: Expressive Writing for Personal Growth And Transformation (3 Credits)
Pre-requisite(s): HLC-514 or HLC-582 is required.
This course is designed to provide students with a comprehensive understanding of the principles and applications of expressive writing as a transformational tool that can facilitate emotional, physical and spiritual healing as well as self-discovery, personal growth and conflict resolution. The course will focus on how expressive writing can be used with others in counseling, psychotherapy, healthcare, the arts, education, and the corporate environment. In this course, students will learn how to adapt and integrate expressive writing into their own professional areas of specialization through class discussions and in-class writing exercises that emphasize an intermodal expressive and creative arts approach to writing. This course is offered in a hybrid format involving weekend experiential intensives along with guided study time for personal and professional integration. This course is required for the CAGS/CGS in the Professional Applications of the Expressive and Creative Arts. Any student who would like to register for this course prior to acceptance into the CAGS/CGS Expressive and Creative Arts Program would need specific permission of the program coordinator.

HLC-615: Utilizing Expressive Sound/Music and Theater Arts - for Creativity and Healing (3 Credits)
Pre-requisite(s): HLC-514 or HLC-535 is required.
This expressive arts course will deepen one's understanding of the realms of expressive sound, music and rhythm as a means of personal growth, community-building and healing. The specific focal points for the course will include: vocal explorations and toning, elements of music for self-discovery and community-building, creativity and music, and recreational music making. We will also incorporate the practice of deep listening and mindfulness as a touchstone for the explorations. The course combines theory with practical exercises that demonstrate how to integrate them into programs for healing and education, as utilized in a variety of settings. Students will learn how to adapt and integrate elements of expressive sound and music into their professional areas of specialization, including counseling, psychotherapy, medical caregiving, the arts, education, and the corporate environment, through discussions and the utilization of sound and music-based exercises that emphasize an intermodal arts approach. This course is offered in a hybrid format, involving weekend experiential intensives along with guided study time for personal and professional integration. This course is required for the CAGS/CGS in the professional applications of the expressive and creative arts. Any student who would like to register for this course prior to acceptance into the CAGS/CGS expressive and creative arts program would need specific permission of the program coordinator.

HLC-621: Ethics and Confidentiality in Substance Use Disorders (3 Credits)
Pre-requisite(s): MA in Mental Health Counseling, Marriage and Family Therapy, equivalent MA in Healthcare or other counseling degree programs from an accredited institution. HLC-509, HLC-515, HLC/RHB-516 or the equivalent courses from an accredited institution or by permission of the program director is required.
This course will allow students to explore ethical questions in areas such as boundary issues, general communication rules and regulations, utilization of electronic communications, cultural competence, professional competence, risk management, and other ethical and confidentiality considerations related to working with those who have substance use disorders.

Rehabilitation Counseling (RHB)

RHB-504: Motivational Interviewing (3 Credits)
This course will focus on developing students' competency in Motivational Interviewing (MI). Emphasis is placed on the development of basic listening and reflecting skills. The impact of age, gender, disability, and ethnic diversity on the counseling process is explored. MI is a method of guided conversation designed to enhance motivation for positive change. Students learn how to help clients examine and resolve their ambivalence to make change. Through triadic work, students practice the techniques of MI and adopt its spirit as a facilitative style for developing interpersonal relationships. Motivational Interviewing is recognized by the Substance Abuse and Mental Health Services Administration as an evidence-based practice. Upon successful completion of the course, students will have developed proficiency in a SAMHSA evidence-based practice.

RHB-522: Practicum and Seminar (3 Credits)
Pre-requisite(s): COU-500 or RHB-506, COU-501 or RHB-508, COU-502 or RHB-510, COU-503 or RHB-509, COU-506 or RHB-500, COU-513 or RHB-513, COU-515 or RHB-515, COU-518 or RHB-518, COU-526 or RHB-516, COU-527 or RHB-517 and RHB-504 RHB-540 RHB-550 COU-541 are required.
Pre/Co-requisite(s): COU-505 and COU-535 must be taken previously or at the same time.
The counseling practicum in Clinical Rehabilitation Counseling fosters professional growth, knowledge, and skills development along with an awareness of the counseling process and issues that affect service delivery for clients. It is the student's first immersion experience in a clinical setting. Students are expected to complete an average of 10+ hours per week in the field as a clinical counselor in training, supervised by an on-site counselor approved by the University. Students are required to complete 100 hours by the end of the semester. There is a seminar class that accompanies the clinical component where students will also participate in a class presenting clinical cases, submitting recordings for review, and journals reflecting their experiences. Evaluations that indicate a student is not at skill competency in this course will require the student complete a Professional Development Plan. This is to provide additional direction and assistance in gaining skill competency. For CRBC students, this replaces RHB 521: Practicum II and Seminar.

RHB-536: CBT and DBT Skills (3 Credits)
Pre-requisite(s): COU-500, COU-501, COU-502, COU-503 are required.
This course provides a comprehensive overview of past and current psychotherapeutic approaches with the primary focus being placed on the cognitive behavioral, evidence-based therapeutic intervention, Cognitive Behavioral Therapy (CBT) and Dialectical Therapy (DBT) used for the treatment of people with Borderline Personality Disorder {BPD} as well as other mental health related issues. Students gain insight into the practical application of this intervention through discourse and subsequent practice with fieldwork application in their clinical courses. Additionally, this seminar addresses principles of crisis intervention for people with mental health disabilities during crises, disasters, and trauma-causing events. Students learn to implement effective crisis assessment tools for clients that are in overwhelming emotional turmoil and recommend the appropriate clinical intervention(s) based on the aforementioned.

RHB-540: Medical and Psychosocial Aspects of Chronic Illness and Disability (3 Credits)
Pre-requisite(s): RHB-550 is required.
Counselors need expertise concerning the medical aspects of disabilities when working with clients with mental health issues. Clients typically experience a variety of co-occurring medical and functional issues that impact their ability to achieve wellness, independence and have a good quality of life. Major types of disabilities are examined and explored in relationship to the psychosocial impacts of a disability for the clients. The implications of chronic illnesses on clients' functioning in their personal, social, occupational and independent living are examined. Students acquire working knowledge of the use of community resources and the medical knowledge to work with interdisciplinary teams to assist in the development of appropriate individualized rehabilitation treatment plans. Students develop an understanding of the basis for the diagnostic and prognostic judgments in assessing a client's functional capacity.

RHB-550: Foundations of Rehabilitation Counseling (3 Credits)
Rehabilitation counseling is a critical specialization within the counseling profession. Within this course, students will learn about the rich history including major disability laws that have impacted attitudes and practice; a philosophy of rehabilitation counseling; the professional identity, roles and settings of rehabilitation counselors; the standards of practice, legal and ethical issues and responsibilities of rehabilitation counselors; various models for understanding disability with specific attention to the biopsychosocial model; assessment; rehabilitation relevant research; vocational rehabilitation systems and practice; assistive technology; major concepts that guide rehabilitation counseling {including independent living, universal design, functional capacity and inclusion}; self-assessment; and counselor awareness related to disabilities and how it can impact counselor/client relationships.

RHB-570: Internship I and Seminar (3 Credits)
Pre-requisite(s): COU-500or RHB-506, COU-501 or RHB-508, COU-502 or RHB-510, COU-503 or RHB-509, COU-513 or RHB-513, COU-518 or RHB-518, RHB-521 or RHB-522, and RHB-540 and RHB-550 are required.
Internship I and Seminar is the second (out of 3) course in the Rehabilitation Counseling clinical sequence. Student interns will practice clinical counseling skills in clinical field placements approved by the internship coordinator. Students will complete 300 direct and indirect clinical hours in community organizations and attend a weekly seminar to discuss and process experiences, examine ethical practice, and further develop counseling skills and knowledge for professional practice. The agency experience must be primarily focused on providing direct rehabilitation and mental health counseling services. The experience should include group work as well as individual one to one counseling services. The internship must be supervised for an average of one hour per week by a MA level counselor who meets the University requirements for a supervisor. Seminar requirements for this class are subject to change based on RI LMHC licensure requirements.

RHB-571: Internship II & Seminar (3 Credits)
Pre-requisite(s): COU-500 or RHB-506, COU-501 or RHB-508, COU-502 or RHB-510, COU-503 or RHB-509, COU-513 or RHB-513, COU-518 or RHB-518, RHB-521 or RHB-522, and RHB-540, RHB-550 and RHB-570 are required.
Internship II and Seminar is the final course in the Rehabilitation Counseling specialization clinical sequence. Student interns will continue to hone clinical counseling skills in clinical field placements approved by the internship coordinator. Students will complete 300 direct and indirect clinical hours in community organizations and attend a weekly seminar to discuss and process experiences, examine ethical practice, and further develop counseling skills and knowledge for professional practice. The agency experience must be primarily focused on providing direct rehabilitation and mental health counseling services. The experience should include group work as well as individual one to one counseling services. The internship must be supervised for an average of one hour per week by a MA level counselor who meets the University requirements for a supervisor. Requirements for this class are subject to change based on RI LMHC licensure requirements.

RHB-581: Special Topics (3 Credits)
Special topics courses related to rehabilitation and addictions counseling content are offered on an annual basis.

RHB-603: Psychopharmacology Mental Health (3 Credits)
Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509. RHB-504 or HLC-505 and COU-506 or HLC-500 or RHB-500 are required.
This course will examine the fundamentals of drug pharmacology and drug interactions. Lectures will review current psychotropic medication protocols as well as herbal and nutraceutical complements to psychotherapy and therapeutic interventions.

Clinical Counseling (M.A.)
Clinical Counseling M.A.

The department offers a 60-credit master's-level degree in Clinical Counseling with two specializations, Clinical Rehabilitation Counseling (CRHBC) or Holistic Clinical Mental Health Counseling (HCMHC), which both meet the academic requirements to apply for Mental Health Counseling licensure in most states. Students should check the state licensure boards where they are interested in applying. CRHBC students are also eligible to apply for a Certification in Rehabilitation Counseling.

Consistent with the mission of Salve Regina University, the M.A. in Clinical Counseling Program is committed to offering a professional program that encourages students to seek wisdom through study and service and to promote universal justice. Our program embodies the five Critical Concerns of the University, which include training counselors to work against racism, promote non-violence, support immigration, seek justice for those who identify as women, and consider how the protection of our earth impacts mental health. The program works to be justice-centered and anti-racist, and we see the value of all human beings through our community-based clinical work and client advocacy.

Clinical Rehabilitation Counseling Specialization

Salve has been teaching Rehabilitation Counseling students since 2004. Students who graduate specializing in Rehabilitation Counseling are eligible to sit for the Certified Rehabilitation Counseling exam. It is the only disability specialist certification globally, with 15,000 certified counselors worldwide. It is a highly desired certification by employers all over the country. The Commission on Rehabilitation Counseling (CRCC) sets the standards of practice for quality rehabilitation counseling services through its internationally recognized certification program.

The objective of the Clinical Rehabilitation Counseling Specialization is to prepare quality rehabilitation counselors for various settings in Rhode Island and throughout the United States by:

- Provide Clinical Rehabilitation Counselors-in-training with an education that stems from a perspective steeped in the eight core areas of the Council for the Association of Counseling and Related Education Programs, specifically the Clinical Rehabilitation and in the American Counseling Association Code of Ethics.
- Instill a strong sense of professional counseling identity in students. Help students gain an appreciation of the rich knowledge base in counselor education.
- Develop student expertise in the skills of counseling.
- Develop personal and professional dispositions that demonstrate appropriate reflective analysis and effective behavior.
- Provide students with the knowledge base needed to sit for the LMHC licensing exam.
- Present a holistic paradigm with which to understand our world, our clients, our work, and ourselves.

- Help students understand and respond to diverse cultures and views in a socially just and equitable manner.
- Follow the Salve Regina Mission to work toward a just and harmonious world.

By completing the 60-credit M.A. in Clinical Counseling program specializing in Clinical Rehabilitation graduates can become eligible for licensure as mental health counselors in the State of Rhode Island and other states. Students must look at individual state licensure laws for the most current qualifications. With the appropriate supervision, CRHBC students can also apply to become Certified Rehabilitation Counselors (CRC).

A Certified Rehabilitation Counselor (CRC) designation indicates a higher level of specialized education and training in counseling individuals with co-occurring disabilities and mental health/substance use issues. As a CRC, counselors are required to participate in continuing education of 100 hours every five years to maintain certification and keep current in the field. Graduates of this program who have met these academic standards and have passed the certification exam become CRCs.

To prepare clinically skilled, knowledgeable, and committed rehabilitation counseling professionals, rehabilitation counselors draw on knowledge from several fields, including counseling, psychology, neuropsychology, medicine, psychiatry, sociology, social work, education, and law. The program emphasizes the successful functioning of the whole person, not just dealing with a diagnosis or disability. Students develop the ability to serve persons with a wide array of disability-related and/or mental health problems impacting the individual, the family, and society. They receive their training and work in various clinical settings to develop their clinical and cultural competencies and better understand the influences of multicultural factors.

The CRBHC Specialization offers a curriculum that aligns with the eight (8) core areas of CACREP (2024) accreditation in addition to the Clinical Rehabilitation specialization. Students receive training in professional counseling skills, theories, systems perspectives, professional orientation, psycho-social aspects of disabilities, clinical assessments, appraisal and diagnosis, and trauma-informed counseling. Students complete a 100-hour in-the-field clinical practicum and two 300-hour in-the-field clinical internships.

Holistic Clinical Mental Health Counseling Specialization

The Salve Regina University Holistic Counseling program was established in 1987 and was one of the first programs of its kind. Currently, the M.A. in Clinical Counseling specializing in Holistic Clinical Mental Health Counseling works with students from a holistic, justice-centered, and developmental perspective and prepares students to sit for the licensure exam for Licensed Mental Health Counselors.

The objective of the Holistic Clinical Mental Health Counseling Specialization is to prepare quality counselors for various settings in Rhode Island and throughout the United States through:

- Provide Clinical Mental Health Counselors-in-training with an education that stems from a holistic perspective, steeped in the eight core areas of the Council for the Association of Counseling and Related Education Programs and in the American Counseling Association Code of Ethics.
- Instill a strong sense of professional counseling identity in students. Help students gain an appreciation of the rich knowledge base in counselor education.

- Develop student expertise in the skills of counseling.
- Develop personal and professional dispositions that demonstrate appropriate reflective analysis and effective behavior.
- Provide students with the knowledge base needed to sit for the LMHC licensing exam.
- Present a holistic paradigm with which to understand our world, our clients, our work, and ourselves.
- Help students understand and respond to diverse cultures and views in a socially just and equitable manner.
- Follow the Salve Regina Mission to work toward a just and harmonious world.

By completing the 60-credit M.A. in Clinical Counseling program specializing in Holistic Clinical Mental Health Counseling, graduates can become eligible for licensure as mental health counselors in the State of Rhode Island and other states. Students must look at individual state licensure laws for the most current qualification requirements.

Holistic Mental Health Counselors draw on knowledge from the mental health counseling field, neuroscience, holistic, multicultural studies, gender studies, queer studies, psychology, social work, anti-racist pedagogy, transformative learning, and experiential learning theories. The program trains students to be clinically skilled, knowledgeable mental health counselors focusing on understanding a whole person/whole system perspective. We ask students to integrate self-awareness around issues of intersectionality, privilege, and oppression in all counseling courses to help students understand their impact on clients and the larger system. Students receive training and work in various clinical settings, incrementally increasing their ability to serve individuals, groups, and larger systems. Students are trained to better understand clients and their various systems with respect to multicultural factors, including, but not limited to, ethnicity, race, nationality, religion, sexual and affectional orientation, gender, disability, socioeconomic status, and body size.

The Holistic Counseling Specialization offers a curriculum that aligns with the eight (8) core areas of CACREP (2024) accreditation in addition to the Mental Health Counseling specialization. Students receive training in professional counseling skills, theories, systems perspectives, professional orientation, holistic foundations, mind/body integration, clinical assessments, appraisal and diagnosis, and trauma-informed counseling. Students complete a 100-hour in-the-field clinical practicum and two 300-hour in-the-field clinical internships.

Requirements for the 60-credit Master of Arts in Clinical Counseling – Specialization in Clinical Rehabilitation Counseling

(19 courses/60 credits)

This specialization is designed for students who are interested in pursuing a 60-credit master's degree that can lead to certification as a Rehabilitation Counselor and licensure as a mental health counselor with a specialization in Clinical Rehabilitation Counseling. Graduates of this Program may be qualified to provide mental health services in federal programs serving veterans and have the capability to obtain clinical mental health professional licensure in other states. Currently, graduates of this Program meet licensure requirements in many states throughout the country.

Code	Title	Credits
COU-500	Professional Orientation and Ethics	3
COU-501	Human Growth and Development	3
COU-502	Cultural Equity in Counseling	3
COU-503	Theories of Counseling	3
COU-505	Trauma Informed Counseling	3
COU-506	Research Methods	3
COU-513	Working with Intimate Relationships in Counseling	3
COU-515	Diagnosis and Treatment Planning	3
COU-518	Assessment and Appraisal	3
COU-526	Group Process	3
COU-527	Career Counseling	3
COU-535	Substance Use in Counseling	3
COU-541	Capstone: Integrating Meaning Through Action and Advocacy	3
RHB-504	Motivational Interviewing	3
RHB-536	CBT and DBT Skills	3
RHB-540	Medical and Psychosocial Aspects of Chronic Illness and Disability	3
RHB-550	Foundations of Rehabilitation Counseling	3
Total Credits		**51**

Clinical Requirements (3 courses/ 9 credits)

Students in the Clinical Rehabilitation Counseling specialization will complete three clinical fieldwork courses. Students will receive 700 hours of clinical training in rehabilitation and mental health settings after completing the three clinical courses. In addition, they will receive 45 hours of clinical supervision in the community and 120 hours of clinical supervision in the classroom. Ethical practices, multicultural competencies, principles and models of bio-psychosocial case conceptualization, and rehabilitation/mental health treatment planning are emphasized through a holistic/whole-person approach to rehabilitation and mental health counseling.

Code	Title	Credits
RHB-522	Practicum and Seminar	3
RHB-570	Internship I and Seminar	3
RHB-571	Internship II & Seminar	3
Total Credits		**9**

Certified Rehabilitation Counselor

Students who graduate specializing in Rehabilitation Counseling are eligible to sit for the Certifed Rehabilitation Counseling exam. It is the only disability specialist certification worldwide. It is highly desirable to employers for quality rehabilitation counseling services. A Certified Rehabilitation Counselor (CRC) designation indicates a higher level of specialized education and training in counseling individuals with co-occurring disabilities and mental health/substance use issues.

State Licensing Requirements

Based on the State of RI Licensure requirements as of February 2023, RI has a two-tiered licensure system. After completing the 60-credit hours for the master's degree in Clinical Counseling with a specialization in Clinical Rehabilitation Counseling, students can apply to take the exam to become a Clinical Mental Health Counselor-Associate. At the second tier of licensure, students complete 2,000 hours of supervised clinical internship by an on-site clinical supervisor who meets the supervisory standards of the Board of Licensure for the state where they intend to

practice. No university clinical supervision is required past the 60-credit degree.

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

Rehabilitation Program Requirements

Students in the 60-credit MA in Clinical Counseling with a specialization in Clinical Rehabilitation Counseling are required to engage in all learning activities in ways that are consistent with the current ethical and professional standards of rehabilitation and mental health counselors as published by the CRCC, the American Counseling Association (ACA), and the Program's required disposition standards. Inconsistencies with these standards, as determined by the program director or program faculty, can serve as a basis for dismissal from the Program. The student handbook will provide more detailed information for students.

Requirements for the 60-credit Master of Arts in Clinical Counseling – Specialization in Holistic Clinical Mental Health Counseling

(19 courses/60 credits)

This specialization is designed for students who are interested in pursuing a 60-credit master's degree that can lead to licensure as a mental health counselor with a specialization in Holistic Clinical Mental Health Counseling upon completion of all academic and licensure requirements. Currently, graduates of this Program meet licensure requirements in many states throughout the country.

Code	Title	Credits
COU-500	Professional Orientation and Ethics	3
COU-501	Human Growth and Development	3
COU-502	Cultural Equity in Counseling	3
COU-503	Theories of Counseling	3
HLC-504	Holistic Foundations	3
COU-505	Trauma Informed Counseling	3
COU-506	Research Methods	3
HLC-505	Interpersonal Helping Skills	3
HLC-507	The Body Mind Connection	3
COU-513	Working with Intimate Relationships in Counseling	3
COU-515	Diagnosis and Treatment Planning	3
COU-518	Assessment and Appraisal	3
COU-526	Group Process	3
COU-527	Career Counseling	3
COU-535	Substance Use in Counseling	3
COU-541	Capstone: Integrating Meaning Through Action and Advocacy	3
Total Credits		**48**

Electives (1 course/3 credits)

Students should speak with their advisor about elective options. Based on advisor approval, students can take electives in other areas within the CLEA department. Approved electives include the following:

Code	Title	Credits
HLC-542	Spirituality and Religion in Counseling	3
HLC-550	Advanced Helping Skills	3
HLC-575	Healing and Transformation	2
HLC-578	Body and Personal Myth: A Jungian Perspective	3
HLC-579	Grief Counseling	2
HLC-581	Special Topics	1-3
HLC-587	Gender and Human Sexuality in Counseling	3
HLC-588	Working With Young People	3
HLC-514	Foundations of Expressive Arts & Creative Arts As Transformation	3
RHB-504	Motivational Interviewing	3
RHB-536	CBT and DBT Skills	3
RHB-550	Foundations of Rehabilitation Counseling	3
RHB-603	Psychopharmacology Mental Health	3

Clinical Requirements (3 courses/ 9 credits)

Students in the Holistic Clinical Mental Health Counseling specialization will complete three courses of clinical fieldwork. Students will have earned 700 hours of clinical training in mental health settings after completing the three clinical courses. In addition, they will receive 45 hours of clinical supervision in the community and 135 hours of clinical supervision in the classroom. Ethical practices, multicultural competencies, principles and models of bio-psychosocial case conceptualization, and mental health treatment planning are emphasized through a systemic approach to viewing holistic mental health counseling.

Code	Title	Credits
HLC-551	Practicum in Counseling	3
HLC-590	Internship and Seminar I	3
HLC-591	Internship and Seminar II	3
Total Credits		**9**

State Licensing Requirements

Based on the State of RI Licensure requirements as of February 2023, RI has a two-tiered licensure system. After completing the 60-credit hours for the master's degree in Clinical Counseling with a specialization in Holistic Clinical Mental Health Counseling, students can apply to take the exam to become a Clinical Mental Health Counselor-Associate. At the second tier of licensure, students complete 2,000 hours of supervised clinical internship by an on-site clinical supervisor who meets the supervisory standards of the Board of Licensure for the state where they intend to practice. No university clinical supervision is required past the 60-credit degree.

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

Holistic Clinical Mental Health Counseling Specialization Requirements

Students in the 60-credit MA in Clinical Counseling with a specialization in Holistic Clinical Mental Health Counseling are required to engage in all learning activities in ways that are consistent with the current ethical and professional standards of mental health counselors as published by the American Counseling Association (ACA) and the Program's required disposition standards. Inconsistencies with these standards, as determined by the program director or program faculty, can serve as a basis for dismissal from the Program. The student handbook will provide more detailed information for students.

Degree Plan for Clinical Counseling – Clinical Rehabilitation Counseling Specialization (M.A.)

Course	Title	Credits
First Year		
Fall		
COU-503	Theories of Counseling	3
COU-505	Trauma Informed Counseling	3
RHB-550	Foundations of Rehabilitation Counseling	3
	Credits	**9**
Spring		
COU-500	Professional Orientation and Ethics	3
COU-501	Human Growth and Development	3
COU-502	Cultural Equity in Counseling	3
	Credits	**9**
Summer		
COU-513	Working with Intimate Relationships in Counseling	3
RHB-504	Motivational Interviewing	3
RHB-540	Medical and Psychosocial Aspects of Chronic Illness and Disability	3
	Credits	**9**
Second Year		
Fall		
COU-515	Diagnosis and Treatment Planning	3
COU-526	Group Process	3
COU-527	Career Counseling	3
	Credits	**9**
Spring		
COU-518	Assessment and Appraisal	3
COU-535	Substance Use in Counseling	3
COU-506	Research Methods	3
	Credits	**9**
Summer		
RHB-522	Practicum and Seminar	3
RHB-536	CBT and DBT Skills	3
	Credits	**6**
Third Year		
Fall		
COU-541	Capstone: Integrating Meaning Through Action and Advocacy	3
RHB-570	Internship I and Seminar	3
	Credits	**6**
Spring		
RHB-571	Internship II & Seminar	3
	Credits	**3**
	Total Credits	**60**

Degree Plan for Clinical Counseling – Holistic Clinical Mental Health Counseling Specialization (M.A.)

Course	Title	Credits
First Year		
Fall		
COU-500	Professional Orientation and Ethics	3
COU-501	Human Growth and Development	3
COU-502	Cultural Equity in Counseling	3
	Credits	**9**
Spring		
COU-503	Theories of Counseling	3
HLC-504	Holistic Foundations	3
HLC-505	Interpersonal Helping Skills	3
	Credits	**9**
Second Year		
Summer		
COU-527	Career Counseling	3
HLC-581	Special Topics	1-3
	Credits	**4-6**
Fall		
COU-513	Working with Intimate Relationships in Counseling	3
COU-518	Assessment and Appraisal	3
HLC-507	The Body Mind Connection	3
	Credits	**9**
Spring		
COU-505	Trauma Informed Counseling	3
COU-515	Diagnosis and Treatment Planning	3
COU-526	Group Process	3
	Credits	**9**
Third Year		
Summer		
HLC-551	Practicum in Counseling	3
COU-506	Research Methods	3
	Credits	**6**
Fall		
COU-535	Substance Use in Counseling	3
HLC-590	Internship and Seminar I	3
	Credits	**6**
Spring		
COU-541	Capstone: Integrating Meaning Through Action and Advocacy	3
HLC-591	Internship and Seminar II	3
	Credits	**6**
	Total Credits	**58-60**

Clinical Mental Health; Concentration in Holistic Counseling Certificate of Advanced Graduate Studies

This Certificate of Advanced Graduate Studies (CAGS) program offers advanced mental health counseling training for someone with a counseling-related master's degree of fewer than 60 credits. Consistent with the mission of the University, the *Certificate of Advanced Graduate Studies (CAGS) in Clinical Mental Health: Concentration in Holistic Counseling* offers a program that centers students' professionalism, ethical awareness, and ever-evolving cultural competencies. This certificate provides professional counselors with a master's degree the opportunity to combine the CAGS with a previous professional counseling master's

degree to reach the 60-credit requirement to be eligible to sit for various mental health counselor licensure exams.

Individual degree plans are created based on students' past coursework and academic needs. This certificate typically consists of 12 credits (4 courses) but currently allows up to 18 credits (6 courses). In some cases, students must take additional courses to meet updated standards and competencies. To earn this certificate, students complete courses within the Clinical Counseling Program that match licensure needs, their academic history, and clinical coursework (up to 700 clinical hours plus a University Seminar). Individual degree plans are created based on students' past coursework and academic needs. Students should check with the state in which they intend to apply for mental health counseling licensure prior to applying to the program to ensure academic requirements for licensure can be met.

This CAGS does not lead to licensure without a previous Master's Degree in an appropriate mental and behavioral health field. If you are looking for a program and do not have a previous master's degree, please visit our Clinical Counseling Program: https://salve.edu/graduate-and-professional-studies/clinical-counseling (https://salve.edu/graduate-and-professional-studies/clinical-counseling/).

As of 2023, the Rhode Island government approved a two-tier licensure system. Upon graduation, students can apply for provisional licensure (LMHC-Associate).   To sit for the full Licensure in Mental Health Counseling (LMHC), the Rhode Island Board of Mental Health Counselors and Marriage and Family Therapists requires a candidate to complete two years (2,000 hours) of relevant counseling experience in the workplace with 100 hours of clinical supervision from a board-approved supervisor post-60 credit completion before taking the Licensed Mental Health Counselor (LMHC) Examination. Students can typically apply for their LMHC-Associates licensure upon certificate completion.

*Please note: Some states (e.g., Massachusetts) do not allow students who have graduated with a Master's Degree + CAGS by a specific date to apply for mental health counseling licensure.

Required Courses

Code	Title	Credits
HLC-590	Internship and Seminar I	3
HLC-591	Internship and Seminar II	3
Students choose six or more additional credits in consultation with the program director		6
Total Credits		**12**

Students should research the specific requirements for a licensed mental health counselor or professional counselor in the state where they intend to practice prior to applying for the Holistic Clinical Mental Health Counseling CAGS certificate. Students are responsible for knowing the licensing requirements in the state(s) where they are interested in practicing.

As noted above, the CAGS provides additional credit hours that allow the students to gain the knowledge and experience to apply for mental health counseling licensure in a variety of states. Traditionally, six of these credits include two clinical internship and seminar courses with 300 clinical hours totaling 600 hours. Based on licensure board requirements, a student may need to take the introductory 100-hour course in practicum. Additional classes (up to 18 credits) to expand the student's counseling competencies may need to be taken with the approval of the Clinical Counseling Program Director.

Mental Health: Rehabilitation Counseling Concentration Certificate of Advanced Graduate Studies

Aligned with the mission of the University, the *Certificate of Advanced Graduate Studies (CAGS) in Clinical Mental Health: Concentration in Clinical Rehabilitation Counseling* offers a program of study that centers students' professionalism, ethical awareness, and ever-evolving cultural competencies. This certificate should be combined with a previously earned professional counseling master's degree to reach the 60-credit requirement to meet various mental health counseling licensure academic requirements, as well as a Certified Rehabilitation Counselor (with the appropriate supervision and academic coursework).

Individual degree plans are created based on students' past coursework and academic needs. This certificate typically consists of 12 credits (4 courses) but currently allows up to 18 credits (6 courses). In some cases, students must take additional courses to meet updated standards and competencies. To earn this certificate, students complete courses within the Clinical Counseling Program that match licensure needs, their academic history, and clinical coursework (up to 700 clinical hours plus University Seminars). Students should check with the state where they intend to apply for mental health counseling licensure *before* applying to the program to ensure academic requirements can be met.

This CAGS does not lead to licensure without a previous Master's Degree in an appropriate mental and behavioral health field. If you are looking for a program and do not have a previous master's degree, please visit our Clinical Counseling Program: https://salve.edu/graduate-and-professional-studies/clinical-counseling (https://salve.edu/graduate-and-professional-studies/clinical-counseling/).

As of 2023, the Rhode Island government approved a two-tier licensure system. Upon graduation, students can apply for provisional licensure (LMHC-Associate).   To sit for the full Licensure in Mental Health Counseling (LMHC), the Rhode Island Board of Mental Health Counselors and Marriage and Family Therapists requires a candidate to complete two years (2,000 hours) of relevant counseling experience in the workplace with 100 hours of clinical supervision from a board-approved supervisor post-60 credit completion before taking the Licensed Mental Health Counselor (LMHC) Examination. Students can typically apply for their LMHC-Associates licensure upon certificate completion.

*Please note: Some states (e.g., Massachusetts) do not allow students who have graduated with a Master's Degree + CAGS by a specific date to apply for mental health counseling licensure.

Depending on the student's prior degree, the following courses are most likely part of the CAGS plan of study.

Code	Title	Credits
COU-515	Diagnosis and Treatment Planning	3
RHB-522	Practicum and Seminar	3
RHB-570	Internship I and Seminar	3
RHB-571	Internship II & Seminar	3
Total Credits		**12**

Licensing laws and regulations vary across states; therefore, specific requirements may differ. Students are responsible for knowing the licensing requirements in the state(s) where they are interested in practicing.

As noted above, the CAGS provides additional credit hours that allow the students to gain the knowledge and experience to apply for mental health counseling licensure in a variety of states. Traditionally, six of these credits include two clinical internship and seminar courses with 300 clinical hours totaling 600 hours. Based on licensure board requirements, a student may need to take the introductory 100-hour course in practicum. Additional classes to expand the student's counseling competencies may be taken with the approval of the Clinical Counseling Program Director.

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

The Expressive & Creative Arts Graduate Program offers integrative courses and training in the use of the Arts as a vehicle for personal growth, well-being, and transformation, for a variety of Professional Settings and Applications. As part of our holistic approach to education and wellness, courses present approaches working on levels of the physical, the cognitive, the emotional and the spirit. Emphasis is on helping to support wellness, self-realization, and wholeness.

A Certificate of Advanced Graduate Studies (CAGS) in the professional applications of the expressive and creative arts is offered - in the Department of Counseling, Leadership and Expressive Arts. This CAGS is specifically designed for individuals who have a Master's degree in psychology, social work, counseling, healthcare, education, fine arts, humanities, or a related field from another university and would like to learn how to incorporate the expressive and creative arts into their professional work.

Students may combine this 15-credit program in expressive and creative arts with any of the Master of Arts degree programs to earn the Certificate of Advanced Graduate Studies in the Professional Applications of Expressive and Creative Arts, including Salve Regina University's Master's programs in Counseling. This is not a substitution for the Clinical-level Mental Health Counseling CAGS.

Our program utilizes multi-modal and intermodal expressive arts creative process as ways to enhance the range and depth of the training. The focus in this Certificate of Graduate Studies program is on the integration of the visual arts with movement/dance, sound/music, and expressive writing as a tool for transformation and the evolution of consciousness. Attention is given to this intermodal approach and how the various modes of expression can be used in the fields of the helping professions as well as a variety of other professional applications. Combining this CAGS in Expressive Arts with a Master's degree in the mental health field creates a complementary path of study in Expressive Arts Therapies.

Emphasis is given to the theoretical applications of each modality, and the scientific basis that supports the integration of the expressive arts and creative arts into multiple contexts. The program offers students an opportunity for hands-on personal work. The ability to participate in this experiential work is an essential aspect of the program.

Prerequisites

The prerequisites for the Graduate Certificate program may be fulfilled by the following:

1. Taking the primary foundation course, HLC-514 Foundations of Expressive Arts & Creative Arts As Transformation, or
2. Taking the following three foundation courses: HLC-535 Introduction to Expressive Sound and Music, HLC-582 Introduction to the Expressive and Creative Arts As Transformation, and HLC-584 Movement, Creativity Consciousness: An Introduction, or
3. Completing the foundation courses in the University's Expressive Arts Institute.

Students must apply for admission into this CAGS program through the Office of Graduate and Professional Studies. Acceptance is competitive and based on a minimum 3.0 (B) cumulative grade point average on the graduate or undergraduate transcript and a minimum 3.30 (B+) grade point average in any prerequisite expressive arts course as it is completed. Students must also have the ability to fulfill the requirements of the program according to accepted standards of the profession as deemed essential by the expressive arts faculty.

The application process includes a statement of interest, a professional resume, an official transcript of the master's or bachelor's degree, and two letters of recommendation.

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

Code	Title	Credits
HLC-604	Self Discovery Through the Expressive and Creative Arts	3
HLC-610	Expressive Theater Arts and Movement: A Multi-Modal Approach to Creativity and Transformation	3
HLC-613	Expressive Writing for Personal Growth And Transformation	3
HLC-615	Utilizing Expressive Sound/Music and Theater Arts - for Creativity and Healing	3
HLC-611	Group and Individual Applications of the Expressive and Creative Arts	3
Total Credits		**15**

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

The Expressive & Creative Arts Graduate Program offers integrative courses and training in the use of the Arts as a vehicle for personal growth, well-being, and transformation, for a variety of Professional Settings and Applications. As part of our holistic approach to education and wellness, courses present approaches working on levels of the physical, the cognitive, the emotional and the spiritual. Emphasis is on helping to support wellness, self-realization, and wholeness.

A Certificate of Graduate Studies (CGS) in the professional application of the expressive and creative arts is offered in the Department of Counseling, Leadership, and Expressive Arts. The CGS program is designed for individuals who have a bachelor's degree in psychology, social work, counseling, healthcare, education, leadership, fine arts, humanities, or a related field from another university and would like to learn how to incorporate the expressive and creative arts into their professional work.

This experiential training program provides students with an opportunity to specialize in the intermodal uses of the expressive and creative arts in counseling, education, the arts, healthcare, the corporate environment, or any human service profession. This concentration is designed for students who wish to work professionally with individuals and groups to foster personal growth, wellness, and creative development. Combining this CGS Certificate in Expressive Arts with a Master's degree in the mental health field creates a complementary path of study in Expressive Arts Therapies.

Our program utilizes multi-modal and intermodal expressive arts creative processes to enhance the range and depth of the training. The focus of this advanced studies program is on the integration of the visual arts with movement/dance, sound/music, and expressive writing as a tool for transformation and the evolution of consciousness. Attention is given to this intermodal approach and how the various modes of expression can be used in holistic counseling as well as a variety of other professional applications. Emphasis is given to the theoretical applications of each modality, and the scientific basis that supports the integration of the expressive and creative arts into multiple contexts. The program offers students an opportunity for hands-on personal work. The ability to participate in this experiential work is an essential aspect of the program.

Prerequisites

The prerequisites for the Graduate Certificate program may be fulfilled by taking either the following three foundation courses:

- HLC-535 Introduction to Expressive Sound and Music
- HLC-582 Introduction to the Expressive and Creative Arts As Transformation
- HLC-584 Movement, Creativity Consciousness: An Introduction

or by completing the foundation courses in the University's Expressive Arts Institute.

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

Admissions Criteria

Students must apply for admission into this CGS program through the Office of Graduate and Professional Studies and must be approved by the expressive and creative arts program coordinator. Acceptance into the program is competitive and based on a minimum 3.0 (B) cumulative grade point average on the graduate transcript, whether the degree is completed or partially completed. Students must have at least a 3.30 (B+) grade point average in each prerequisite expressive arts course.

Code	Title	Credits
HLC-604	Self Discovery Through the Expressive and Creative Arts	3
HLC-610	Expressive Theater Arts and Movement: A Multi-Modal Approach to Creativity and Transformation	3

HLC-611	Group and Individual Applications of the Expressive and Creative Arts	3
HLC-613	Expressive Writing for Personal Growth And Transformation	3
HLC-615	Utilizing Expressive Sound/Music and Theater Arts - for Creativity and Healing	3
Total Credits		**15**

Course	Title	Credits
First Year		
Fall		
HLC-514	Foundations of Expressive Arts & Creative Arts As Transformation	3
	Credits	**3**
Spring		
HLC-613	Expressive Writing for Personal Growth And Transformation	3
	Credits	**3**
Summer		
HLC-615	Utilizing Expressive Sound/Music and Theater Arts - for Creativity and Healing	3
	Credits	**3**
Second Year		
Fall		
HLC-604	Self Discovery Through the Expressive and Creative Arts	3
HLC-610	Expressive Theater Arts and Movement: A Multi-Modal Approach to Creativity and Transformation	3
	Credits	**6**
Spring		
HLC-611	Group and Individual Applications of the Expressive and Creative Arts	3
	Credits	**3**
	Total Credits	**18**

Criminal Justice and Cybersecurity

Classes are held almost entirely online with a few classes available at our Newport campus.

Program Director:
Michael Teeter, M.S.E.E.
(401) 341-2819

About the Programs

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

1. The philosophical, historical, ethical, behavioral, technological, legal, and policy dimensions of the discipline;
2. An analytical approach to practice within each area, including criminal justice, cybersecurity, and intelligence;

3. Practical tools to improve effectiveness and understanding in the various professional roles;
4. The most current and relevant information in a structure that is dynamic and adaptable to rapidly evolving trends.

These objectives enable practitioners, managers, and leaders to design a program of study that best serves their career goals. Students pursue a Master of Science degree in criminal justice and cybersecurity and may choose between three concentrations: leadership, intelligence, or cyberthreat management and response. The concentration in leadership focuses on developing leadership skills and knowledge necessary for success in a multicultural, technological, and collaborative environment. The concentration in intelligence focuses on current conceptual and practical aspects of intelligence work and domestic and international terrorism. The concentration in cyberthreat management and response encompasses an array of current and relevant skills and knowledge necessary to combat the threats posed by nation state sponsored and other criminal cyberattacks.

The concentrations are structured to offer flexibility in scheduling, allowing graduate students to complete their studies entirely online, or to take some courses on campus and some online. All online classes are provided in seven week modules, allowing students to rapidly progress through their degree program. This combination of learning opportunities allows the student to study on a schedule that fits the varying time demands of working professionals assigned varying shifts as well as those working or deployed throughout the United States and in other countries. Students not selecting an area of concentration may select electives from any of the concentrations to develop an individualized program of study that meets their personal and professional goals.

Certificates of Graduate Studies in leadership in justice, cybersecurity management and response, and intelligence and analysis tradecraft will offer students the opportunity to broaden and enhance their professional careers with topics that are current and relevant in today's criminal justice, cybersecurity and intelligence environments. This program emphasizes current and relevant analysis of ethical, legal, cultural, and technological issues that pose threats to a global society that is increasingly interdependent. The integration and collaboration of private sector, public sector, and academe creates a shared responsibility in the environment of justice, security and resiliency. Current and future leaders understand that an interdisciplinary approach to all hazards that requires prevention, mitigation, protection, response, and recovery is the most successful.

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

Online or on Campus
Most students earn their Master of Science in Criminal Justice and Cybersecurity degree and/or their Certificate of Graduate Study by taking courses entirely online, although a few classes may be available on campus. Salve Regina University recognizes the demands of working

professionals and the deployments necessary in a global and technical workspace. Online study, in seven week modules, allows for flexibility and accessibility for all students regardless of residency, shift work, deployment to foreign lands or a combination of the above.

Criminal Justice & Cybersecurity Student Learning Outcomes

At the completion of the program, students will be able to:

1. Improve their emotional intelligence and understand how emotionally intelligent communication can humanize their interactions with others, improving relationships and trust.
2. Understand the threats from terrorist and other criminal technology use and how to combat and protect against these threats.
3. Critically evaluate relevant sociological research.
4. Understand theories and psychology relevant to criminal behavior.
5. Improve resilience and wellness when facing challenging circumstances.
6. Have empathy for others including those with extremely different backgrounds, perspectives and experiences than their own.

Master's

- Criminal Justice and Cybersecurity (M.S.) (p. 48)

Certificates:

- Cyberthreat Management and Response Certificate of Graduate Studies (p. 51)
- Intelligence and Analysis Tradecraft Certificate of Graduate Studies (p. 51)
- Leadership in Justice Certificate of Graduate Studies (p. 51)

CJC-506: Theories of Justice (3 Credits)
This course examines the nature of justice through careful reading of selected texts in the classical and modern traditions. The importance of justice to the administration of law is emphasized by thoughtful analysis of criminological theory.

CJC-514: Psychological Concepts for Justice Professionals (3 Credits)
This course explores the application of psychological research findings and methods to criminal justice-related issues. It examines what psychology has discovered about how people think and behave and how these discoveries can be useful when making decisions about how criminal justice should be shaped, administered, evaluated, and improved. Students will examine the psychological factors influencing criminal behavior including cyber criminal behavior, psychological health concepts relevant to those who serve in the criminal justice field including resilience and wellness, the role of psychology in law enforcement and legal proceedings, and the application of psychological principles in correctional settings.

CJC-518: Domestic & Global Challenges Shaping Public Policy (3 Credits)
Using case analysis and personal experimentation, students explore domestic and international factors that influence government national security strategy, as well as how these decisions impact the justice system and homeland security in a multicultural society.

CJC-519: U.S. Intelligence Community (3 Credits)
The U.S. Intelligence Community course provides a foundational and broad overview of the field of intelligence collection and how information gathered is analyzed and used by Policymakers, Combatant Commanders, US Embassy Country Teams, and Foreign Partners to make the most informed decisions effecting our national and global security strategy. The course discusses the fundamental components of strategic intelligence collection, critical thinking, collection capabilities, counterintelligence, influences and implications of cyber and AI/ML, and provides an understanding of the Agencies that perform these duties. This course uses a variety of approaches to explore pertinent issues including interactive lectures, guest speakers from US and NATO intelligence Agencies, student-led discussions, and exercises.

CJC-520: Effective Communication and Perspective Taking (3 Credits)
We've heard a lot in recent years about emotional intelligence and the difference it can make in how we are perceived by those around us in the wor1<.place, in our communities, and in our homes. Emotionally intelligent communications can deepen our connections with others, improving relationships and building trust. In this course, you will develop fundamental strategies to improve your emotional intelligence. With self awareness and empathy as the foundation, we will learn communication strategies for verbal interactions, written communications and presentations that will help us achieve our goals as we focus on the needs of those receiving our message (servant leadership). Communication is not just about sending messages, so we will also focus on neutral listening as a tool to improve relationships and build trust. This course will also cover social media considerations and the opportunities and challenges for organizations these channels present. You will learn theory, practical tools, and get some practice opportunities to help you improve your work experience and your leadership.

CJC-521: Critical Leadership Opportunities (3 Credits)
Students examine issues facing justice practitioners today from a leadership perspective. They will gain a deep understanding of those issues, applicable theories, and approaches that can help improve outcomes in the identified areas. Leaders at all levels have a role in approaching these challenges, and students will gain understanding about the differences in that role based on their position and assignment in an organization.

CJC-524: Emergency Management & Critical Incident Response (3 Credits)
This course will provide current and future leaders with the knowledge and skills needed to respond well to critical incidents. Students will learn a standards-based language, including the use of the Incident Command System (ICS), to coordinate their response as they undertake their role in a complex multi-jurisdictional response to an all-hazard event. Students will learn that all hazards are 1ocal," but can escalate into an event of global significance and consequence. In addition to NIMS and ICS, this class will cover crisis leadership, critical decision-making and crisis communications, preparing leaders for their role in helping their community and organization through crises and emergencies.

CJC-526: Principles of Digital Forensics (3 Credits)
This course will introduce students to the principles of digital forensics. The essentials covered in this class will include computer system storage fundamentals, operating systems and data transmission, computer network architecture, best practices when conducting digital forensic investigations, proper evidence collection and storage, and federal rules and criminal codes when conducting digital investigations. Students will participate in weekly discussions and practice what they have learned via virtual labs.

CJC-528: Cultivating Organizational Culture (3 Credits)
Pre-requisite(s): CJC-520 is required.
Every organization has a culture. Many have pointed at an organization's culture when looking to lay blame for egregious actions by its members. Many have also looked at the opposite side, organizations with strong and positive cultures leading to strong employee satisfaction and engagement and support from the customers or communities they serve. This course will be a study of organizational culture and the application of these concepts and theories in justice related settings. Once this foundation is laid, students will explore how they, whatever their position in their organization, can positively influence the climate and culture in their work area using values-based leadership, procedural justice, coproduction of leadership, and other techniques.

CJC-530: Cyberthreat Analysis (3 Credits)
This course explores the relatively new discipline of cyberthreat analysis at a basic level, introducing students to the methodology of investigation, the threat environment (cyberspace), some of the online tools used by analysts, and their application in real world examples. Students will be introduced to the key concepts, tools, and terminologies used by professionals in the field, and apply what they learn in practical exercises that model real-world events.

CJC-531: Cyberthreat Management (3 Credits)
This course explores the relatively new discipline of cyberthreat management. This course will introduce students to the threat landscape and help them to understand the methodology used to mitigate threats to personnel and their agencies. Students will learn about some of the tools and resources currently used by technicians so that they will gain a better understanding of how investigations may be more successful in a constitutionally ethical process. Students will understand the necessity of cyberdisruption planning with a goal of redundancy and resiliency. Economics will inevitably force managers to regionalize services and facilitate an interoperable solution. Students will develop this knowledge from a basic understanding of risk management and control, along with a study of legal and compliance topics. The field of forensics will be explored including a demonstration of how a forensic analysis is performed, and how to manage the process of a technical investigation.

CJC-532: Cyberterrorism (3 Credits)
The field of cyberintelligence has expanded and is evolving as a critical part of situational awareness for the nearly 200 countries connected to the Internet today. In addition to these countries, criminal organizations, extremist groups and terrorists have also developed cyber intelligence capabilities to further their efforts to use the Internet for their overt and covert activities. Cyberterrorism has emerged as a growing threat to national security. This is true not only for the U.S., but also for many countries around the world. Terrorists have recognized the value of the Internet for recruiting and covert communication, as well as a weapon against their adversaries. This program will provide unique insight into how terrorists use the Internet and will give the students insights into the challenges that we face.

CJC-534: Cyber Fundamentals (3 Credits)
This course will prepare you for an exciting. career in the field of cybersecurity. As a student, you will delve into the foundational concepts that underpin digital security. You will explore critical topics such as network security, threat detection, penetration testing, incident response, and risk management. The curriculum is designed to closely align with the CompTIA Security+ certification, an ideal steppingstone towards becoming a certified cybersecurity professional. Furthermore, as a student, you will gain insights into the latest developments in cybersecurity, including the integration of artificial intelligence for threat analysis and mitigation. This course will seek to enhance your practical skills and knowledge in these areas and empower you to effectively safeguard digital environments. (If you already hold an active Security + certification, you may be able to substitute a cyber elective for this course).

CJC-537: Network Forensics and Incident Response (3 Credits)
This course will introduce students to the topic of network security and provide them with a background on networking fundamentals such as common protocols, port numbers and relevant security appliances (firewalls, web filtering, IDPS). An emphasis will be placed on covering different types of network intrusion events and proposing countermeasures that can be applied by network defenders to detect/prevent these types of attacks. Students will also be trained on how to perform live collection & analysis of network events through the examination of packet capture (PCAP) files via Wireshark in order to understand the different pieces of evidence that can be gathered from such evidence and subsequently deployed as signatures to perform attack sensing and warning (AS&W) across an enterprise network.

CJC-540: Executive Leadership Development (3 Credits)
Pre-requisite(s): CJC-520 is required.
Many employees have performed well at the line level and in first level supervisory positions and have been rewarded for their performance with a promotion, only to discover that they are ill prepared for their new role and that the techniques that drove their success earlier in their career are no longer relevant. Whatever their current position, this course equips students with the necessary skills and perspective to continue their growth and success as they move to new leadership roles. This course will address leader development, leadership perspective, adaptability, conflict resolution, problem solving, strategic planning and strategic communications for leaders.

CJC-543: Cyber Intelligence (3 Credits)
This course provides an understanding of the current and future environment surrounding cyber intelligence. The course examines the foundational terms such as cybersecurity and cyberwarfare, and explores current and emergent cyber threats, effects of AI/ML, cyber threat actors, and mechanisms for increased cyber resiliency in the public and private sectors. The students are asked to think critically as they address current cyber intelligence collection management, analytical techniques, tradecraft, security, and counterintelligence methods.

CJC-546: Insider Threat (3 Credits)
This course will challenge students to think more systemically about the current threat landscape as it relates to insider threats. This course is designed to assist management, human services, and information technology professionals with the prevention, detection, and mitigation of risks associated with Insider Threats. Instructional methods include readings, written assignments, online discussion forums, and computer lab assignments.

CJC-550: Intelligence Writing and Communicating (3 Credits)
Pre-requisite(s): CJC-519 or CJC-543 is required.
This course provides students with comprehensive instruction on writing and communicating intelligence for US Government policy makers and other intelligence consumers. Students will be instructed in the application of Intelligence Community Directive 203 which prescribes the use of Estimative Language, nine analytical tradecraft standards for all intelligence production, and customized intelligence report writing. Upon successful completion of the course, students will be able to write intelligence reports to US Intelligence Community (USIC) standards.

CJC-556: Open Source Intelligence (3 Credits)
The daily threat of cybersecurity incidents has led private and public sector entities to treat intelligence gathering as a pivotal and crucial daily operation. This course will teach students the skills and techniques required to conduct open-source investigations using a wide range of publicly available resources including online databases, social media, news articles, internet archives, government website and more. Resources gathered in an open-source investigation are an essential pan of defending an organization's online infrastructure. Students will be trained to ethically verify, authenticate, and assess the credibility of the information gathered and learn to articulate their findings in a well organized and structured report.

CJC-560: Structured Analytic Techniques (3 Credits)
Pre-requisite(s): CJC-519 or CJC-543 is required.
This scenario-based course provides students with comprehensive instruction on the use of Structured Analytic Techniques (SATs) in mitigating inherent cognitive and other biases, and in analyzing incomplete information sets to determine best supported analytic solutions and outcomes. Upon successful completion of this course, students will be able to apply SATs to complex and/or incomplete sets of data to determine the best analytically supported and bias-free solutions, most likely outcomes, and best supported recommendations to policy makers.

CJC-563: Criminal Justice Research Methods (3 Credits)
This course examines a wide range of quantitative and qualitative statistical techniques, and the applied use of survey instruments, transpersonal research methods, and data visualization best practices. Upon completion, students will have the ability to both interpret data and present research findings to senior decision makers to allow them to make informed policy-level choices.

CJC-570: Cybersecurity Law (3 Credits)
It is by now cliche to observe that technology is revolutionizing the way we work, live, and govern ourselves. Never before have communications and data sharing been achievable so quickly and across the planet geographically. Unfortunately, the exponential increase in technological ability has in the same manner increased the opportunities for thieves, exploiters, and spies. In this course we will explore how our society and governments are using the law - both civil and criminal and both domestic and international to respond to these challenges. How can law keep up with technological change? How far can and should the government be allowed to go in protecting U.S. citizens? Ale the present policies adequate? What responsibilities lie in the private sector?

CJC-576: High Technology Crime (3 Credits)
This course studies the response of law enforcement and information systems scientists to the use of computers and related technologies for criminal purposes. While no prior computer knowledge is required, students will use computers as a part of this class. Major policy issues surrounding this area will also be discussed.

CJC-579: State Sponsored Advanced Persistent Threats (3 Credits)
Pre-requisite(s): ADJ-576 or CJC-576 is required except for SMEs in the field and working professionals.
This course is designed to broaden individual understanding of the ever changing threatscape posed to American infrastructure by advanced and persistent nation-state/state sponsored attacks. The class will also prepare students to begin a career in a Cyber Security Operations Center (SOC), Computer Emergency Response Team (CERT) or as a cyber intelligence analyst by fostering technical and analytical skills against known APT skill sets and tool kits.

CJC-581: Special Topics (3 Credits)
This course provides an opportunity to explore current topics not covered in regularly offered courses. Evolving technologies and contemporary trends in justice and homeland security law and practice may create opportunities to present the most timely and important topics to students. All students may individualize their program of study to access special topics classes with collaboration and permission from the program director. Recent topics have included: The Philosophy of Police, Strategic Planning for Law Enforcement Executives, Community Policing, Organized Crime, White Collar Crime, Contemporary Issues in Undercover Operations, Police Use of Force, and Advanced Community Policing.

CJC-598: Internship (3 Credits)
The internship is an individual work experience or project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of the internship varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 120 hours (40 hours/credit) of on-the-job experience occurring within a semester. This course may be repeated for a total of six credits.

Criminal Justice and Cybersecurity (M.S.)

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

Code	Title	Credits
CJC-506	Theories of Justice	3
CJC-514	Psychological Concepts for Justice Professionals	3
CJC-520	Effective Communication and Perspective Taking	3
CJC-532	Cyberterrorism	3
CJC-563	Criminal Justice Research Methods	3
CJC-576	High Technology Crime	3
Total Credits		**18**

Area of Concentration or Approved Electives

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

Code	Title	Credits
CJC-518	Domestic & Global Challenges Shaping Public Policy	3
CJC-519	U.S. Intelligence Community	3
CJC-521	Critical Leadership Opportunities	3
CJC-524	Emergency Management & Critical Incident Response	3
CJC-526	Principles of Digital Forensics	3
CJC-528	Cultivating Organizational Culture	3
CJC-530	Cyberthreat Analysis	3
CJC-531	Cyberthreat Management	3
CJC-534	Cyber Fundamentals	3
CJC-537	Network Forensics and Incident Response	3
CJC-540	Executive Leadership Development	3
CJC-543	Cyber Intelligence	3
CJC-546	Insider Threat	3
CJC-550	Intelligence Writing and Communicating	3
CJC-556	Open Source Intelligence	3
CJC-560	Structured Analytic Techniques	3
CJC-570	Cybersecurity Law	3
CJC-579	State Sponsored Advanced Persistent Threats	3
CJC-581	Special Topics	3
CJC-598	Internship	3
HCA-530	Cybersecurity and Resiliency in Healthcare	3
MGT-567	Creative Problem-Solving	3

Leadership Concentration

A practitioner of justice faces many challenges in this field, which is constantly evolving. Professionals in the justice field are being asked to reduce and manage crime with limited resources, protect the public, improve community perceptions, and organize agencies and departments in a collaborative environment. They must draw upon their knowledge and skills to establish and maintain a high standard of integrity and ethical values, and lead in a way that reflects those values and strengthens their organizations. The concentration in Leadership focuses on innovative leadership practices at the forefront of this profession applicable in a challenging multicultural, technological, and collaborative environment.

Program requirements for this concentration are the completion of an approved program of 12 courses (36 credits), which includes the six core classes for the Master of Science Degree, five required courses listed below for this concentration, and one elective selected from the list below. Upon completion, the Master of Science in Criminal Justice & Cybersecurity with a concentration in Leadership is conferred.

Students must complete the courses below:

Code	Title	Credits
CJC-518	Domestic & Global Challenges Shaping Public Policy	3
CJC-521	Critical Leadership Opportunities	3
CJC-524	Emergency Management & Critical Incident Response	3
CJC-528	Cultivating Organizational Culture	3
CJC-540	Executive Leadership Development	3
Select ONE of the following:		3

Code	Title	Credits
CJC-581	Special Topics	
CJC-531	Cyberthreat Management	
HCA-530	Cybersecurity and Resiliency in Healthcare	
MGT-567	Creative Problem-Solving	
Total Credits		**18**

Cyberthreat Management and Response Concentration

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

This program includes attention to cyber training in such areas as information technology, terrorist groups, domestic terrorism, high tech crimes, intelligence gathering, and criminal investigative techniques. To support this effort, practical problems will be discussed with emphasis on enhanced cooperation with law enforcement at the international, federal, state, local, and tribal levels. A commitment to technical report writing and analytical thinking is a consistent priority that is based upon the needs of professionals in these fields. Through the Cyber Fundamentals course, students will prepare to earn industry certification readying them for a career in this field and demonstrating their competency to potential employers.

Program requirements for this concentration are completion of an approved program of 12 courses (36 credits), which includes the six core classes for the Master of Science Degree, two required courses listed below for this concentration, and four electives selected from the list below. Upon completion, the Master of Science in Criminal Justice and Cybersecurity with a concentration in Cyberthreat Management and Response is conferred.

Code	Title	Credits
CJC-534	Cyber Fundamentals	3
CJC-543	Cyber Intelligence	3
Select FOUR of the following:		12
CJC-526	Principles of Digital Forensics	
CJC-530	Cyberthreat Analysis	
CJC-531	Cyberthreat Management	
CJC-537	Network Forensics and Incident Response	
CJC-546	Insider Threat	
CJC-556	Open Source Intelligence	
CJC-570	Cybersecurity Law	
CJC-579	State Sponsored Advanced Persistent Threats	
CJC-581	Special Topics	
HCA-530	Cybersecurity and Resiliency in Healthcare	
Total Credits		**18**

Intelligence Concentration

This program is designed to respond to the interests, knowledge requirements, and needs of professionals in cybersecurity, intelligence, and law enforcement in the private sector and at the local, regional, state

and international levels. Intelligence professionals need specialized investigative and analytic processes and tools to carry out their work in a way that is ethically sound while successfully safeguarding those they have responsibility for.

This program prepares professionals to gather information, analyze it and document it in a way that reduces the impact of their biases and improves the usefulness of the information to intelligence consumers and decision makers.

Program requirements for this concentration are completion of an approved program of 12 courses (36 credits), which includes the six core classes for the Master of Science Degree, four required courses listed below for this concentration, and two electives selected from the list below. Upon completion, the Master of Science in Criminal Justice and Cybersecurity with a concentration in Intelligence is conferred.

Code	Title	Credits
CJC-519	U.S. Intelligence Community	3
or CJC-543	Cyber Intelligence	
CJC-550	Intelligence Writing and Communicating	3
CJC-556	Open Source Intelligence	3
CJC-560	Structured Analytic Techniques	3
Select TWO of the following:		6
CJC-518	Domestic & Global Challenges Shaping Public Policy	
CJC-530	Cyberthreat Analysis	
CJC-531	Cyberthreat Management	
CJC-546	Insider Threat	
CJC-579	State Sponsored Advanced Persistent Threats	
CJC-581	Special Topics	
Total Credits		**18**

M.S. in Criminal Justice & Cybersecurity

Course	Title	Credits
First Year		
Fall		
CJC-520	Effective Communication and Perspective Taking	3
CJC-506	Theories of Justice	3
	Credits	6
Spring		
CJC-576	High Technology Crime	3
CJC-563	Criminal Justice Research Methods	3
	Credits	6
Summer		
CJC-514	Psychological Concepts for Justice Professionals	3
CJC-532	Cyberterrorism	3
	Credits	6
Second Year		
Fall		
Students complete CJC electives or CJC Concentration courses		18
	Credits	18
	Total Credits	**36**

Leadership Concentration

Course	Title	Credits
First Year		
Fall		
CJC-520	Effective Communication and Perspective Taking	3
Leadership Elective		3
	Credits	6
Spring		
CJC-576	High Technology Crime	3
CJC-563	Criminal Justice Research Methods	3
	Credits	6
Summer		
CJC-514	Psychological Concepts for Justice Professionals	3
CJC-506	Theories of Justice	3
	Credits	6
Second Year		
Fall		
CJC-540	Executive Leadership Development	3
CJC-528	Cultivating Organizational Culture	3
	Credits	6
Spring		
CJC-521	Critical Leadership Opportunities	3
CJC-524	Emergency Management & Critical Incident Response	3
	Credits	6
Summer		
CJC-518	Domestic & Global Challenges Shaping Public Policy	3
CJC-532	Cyberterrorism	3
	Credits	6
	Total Credits	**36**

Cyberthreat Management and Response Concentration

Course	Title	Credits
First Year		
Fall		
CJC-576	High Technology Crime	3
CJC-563	Criminal Justice Research Methods	3
	Credits	6
Spring		
CJC-543	Cyber Intelligence	3
CJC-534	Cyber Fundamentals	3
	Credits	6
Summer		
CJC-520	Effective Communication and Perspective Taking	3
CJC-532	Cyberterrorism	3
	Credits	6
Second Year		
Fall		
CJC Cyberthreat Electives		6
	Credits	6
Spring		
CJC Cyberthreat Electives		6
	Credits	6
Summer		
CJC-514	Psychological Concepts for Justice Professionals	3
CJC-506	Theories of Justice	3
	Credits	6
	Total Credits	**36**

Intelligence Concentration

Course	Title	Credits
First Year		
Fall		
CJC-520	Effective Communication and Perspective Taking	3

Intelligence Elective		
	Credits	3
Spring		
CJC-576	High Technology Crime	3
CJC-563	Criminal Justice Research Methods	3
	Credits	6
Summer		
CJC-514	Psychological Concepts for Justice Professionals	3
CJC-532	Cyberterrorism	3
	Credits	6
Second Year		
Fall		
CJC-543	Cyber Intelligence	3
CJC-550	Intelligence Writing and Communicating	3
	Credits	6
Spring		
CJC-556	Open Source Intelligence	3
CJC-560	Structured Analytic Techniques	3
	Credits	6
Summer		
Intelligence Elective		3
CJC-506	Theories of Justice	3
	Credits	6
	Total Credits	**33**

Cyberthreat Management and Response Certificate of Graduate Studies

(Four courses/12 credits)

The Certificate of Graduate Studies in Cyberthreat Management and Response focuses on current conceptual and practical aspects of cybersecurity and domestic and international terrorism. The Certificate in Graduate Studies in Cyberthreat Management and Response prepares professionals to actively address problems in this critical field with relevant and applicable knowledge and skills.

Requirements:

Code	Title	Credits
CJC-532	Cyberterrorism	3
CJC-534	Cyber Fundamentals	3
CJC-543	Cyber Intelligence	3
CJC-576	High Technology Crime	3

Intelligence and Analysis Tradecraft Certificate of Graduate Studies

(Four courses/12 credits)

The Certificate of Graduate Studies in Intelligence and Analysis Tradecraft focuses on current conceptual and practical aspects necessary to perform intelligence work at the local level, at the state or federal level, internationally, or in the private sector. These courses use case studies and intelligence community standards to develop students' abilities to collect, critically analyze, and document collected information to maximize its value to intelligence consumers and decision makers.

Requirements:

Code	Title	Credits
CJC-519	U.S. Intelligence Community	3
or CJC-543	Cyber Intelligence	
CJC-550	Intelligence Writing and Communicating	3
CJC-556	Open Source Intelligence	3
CJC-560	Structured Analytic Techniques	3
Total Credits		**12**

Leadership in Justice Certificate of Graduate Studies

(Four courses/12 credits)

A practitioner of justice faces many challenges in this field, which is constantly evolving. Professionals in the justice field are being asked to reduce and manage crime while facing budget cuts, protecting the public, improving community perceptions, and organizing agencies and departments in a collaborative environment. They must draw upon their knowledge and skills to establish and maintain a high standard of integrity and ethical values, and lead in a way that reflects those values and strengthens their organizations. The Certificate of Graduate Studies in Leadership in Justice focuses on innovative leadership practices at the forefront of this profession applicable in a challenging multicultural, technological, and collaborative environment.

Requirements:

Code	Title	Credits
CJC-520	Effective Communication and Perspective Taking	3
CJC-521	Critical Leadership Opportunities	3
CJC-528	Cultivating Organizational Culture	3
CJC-540	Executive Leadership Development	3
Total Credits		**12**

Fine Arts

Program Director:
Jen McClanaghan, Ph.D.
(401) 341-3182

This vibrant, highly personalized two-year program confers a Master of Fine Arts in Creative Writing in one of the world's most beautiful settings. The Newport MFA is a program in one of the world's most beautiful settings. Newport, Rhode Island is a coastal community steeped in cultural and literary history — home to novelists and to novels by Henry James, Thornton Wilder and Edith Wharton.

Our low-residency program will immerse you in the creative life through intensive study of the craft of writing, guided by dedicated faculty. Students can choose to specialize in fiction, historical fiction, poetry or nonfiction. Residencies consist of daily workshops, craft lectures, manuscript consultations, and keynote readings, initiating students into the writing life as well as the business of publishing and editing. Each student spends the months between residencies working on their writing one-on-one with a faculty member.

Creative Writing, Low Residency MFA Student Learning Outcomes

At the completion of the program, students will be able to:

1. Demonstrate a proficiency in one of the following genres: fiction, poetry, or creative nonfiction, including techniques of intensive revision.
2. Engage in critical reading, writing, and analytic skills required of a literary artist.
3. Assume the working life of a professional writer, whether in academia, commercial or independent publishing, or within one's community.

(Source: Assessment Report 2022)

Master's

ENG-600: Residency in Creative Writing I (6 Credits)
During these intensive community experiences on campus, students will participate in genre-specific workshops, seminars and lectures as well as panel discussions and public readings. The first residency introduces students to mentors and to the expectations of long-distance learning. Students may present the work submitted in their application or new work.

ENG-601: Residency in Creative Writing II (6 Credits)
Pre-requisite(s): ENG-600 and ENG-610 are required.
During these intensive community experiences on campus, students will participate in genre-specific workshops, seminars and lectures as well as panel discussions and public readings. In the second residency, students will continue strengthening their ongoing body of work. This work should show an evolution of skill from the first residency.

ENG-602: Residency in Creative Writing III (6 Credits)
Pre-requisite(s): ENG-600, ENG-601, ENG-610 and ENG-611 are required.
During these intensive community experiences on campus, students will participate in genre-specific workshops, seminars and lectures as well as panel discussions and public readings. In the third residency, students will continue to deepen and build on previous work, diligently revising based on the accumulation of feedback from peers and mentors received over the first year.

ENG-603: Residency in Creative Writing IV (6 Credits)
Pre-requisite(s): ENG-600, ENG-601, ENG-602, ENG-610, ENG-611 and ENG-612 are required.
During these intensive community experiences on campus, students will participate in genre-specific workshops, seminars and lectures as well as panel discussions and public readings. During the last regular residency, students will continue to deepen and build on their growing body of work, taking full advantage of the final residency to edit, test, and push their own creative limits.

ENG-610: Mentorship in Creative Writing I (6 Credits)
Pre-requisite(s): ENG-600 is required.
During the intervening months between residencies, students work one-on-one with a faculty mentor who guides the production of creative work and the study of craft. Mentors provide written and oral commentary on writing submitted over the term. Four packets of writing should be turned in over the intervening months (roughly a packet a month). Each packet contains a letter to the mentor, reflecting on the work being turned in, and two critical annotations on books from the assigned reading list. Each student has a reading list created with the mentor before the course begins.

ENG-611: Mentorship in Creative Writing II (6 Credits)
Pre-requisite(s): ENG-600, ENG-601 and ENG-610 are required.
During the intervening months between residencies, students work one-on-one with a faculty mentor who guides the production of creative work and the study of craft. Mentors provide written and oral commentary on writing submitted over the term. Four packets of new writing should be turned in over the intervening months (roughly a packet a month). This should not be revised work from ENG-610, unless the revision is significant enough as to seem new. Each packet contains a letter to the mentor, reflecting on the work being turned in, and two critical annotations on books from the assigned reading list. Each student has a reading list created with the mentor before the course begins.

ENG-612: Mentorship in Creative Writing III (6 Credits)
Pre-requisite(s): ENG-600, ENG-601, ENG-602, ENG-610 and ENG-611 are required.
During the intervening months between residencies, students work one-on-one with a faculty mentor who guides the production of creative work and the study of craft. Mentors provide written and oral commentary on writing submitted over the term in a virtual studio environment by using electronic classroom and other communication tools. Four packets of writing should be turned in over the intervening months (roughly a packet a month). Additionally, a reflective essay on an assigned reading list of books (supplied by each mentor) is required in the final packet.

ENG-613: Mentorship in Creative Writing IV (6 Credits)
Pre-requisite(s): ENG-600, ENG-601, ENG-602, ENG-603, ENG-610, ENG-611 and ENG-612 are required.
During the intervening months between residencies, students work one-on-one with a faculty mentor who guides the production of creative work and the study of craft. Mentors provide written and oral commentary on writing submitted over the term. Four packets of writing should be turned in over the intervening months (roughly a packet a month). In this final mentorship, the creative work is rigorously revised and brought to a polished, publishable stage. In addition to revising creative work, students prepare a craft talk to be delivered during their final residency based on their thesis essay.

ENG-620: Final Residency and Graduation (0 Credits)
During a required fifth semester, which takes place at the residency following a student's fourth semester, the student will present a lecture based on the thesis craft essay for approval and attend craft lectures by their peers. The student will also give a reading from the creative thesis. The final night of the residency there will be an MFA graduation ceremony with a reception to follow.

Creative Writing, Low-Residency Master of Fine Arts

Students must complete four residencies and four mentorships in Creative Writing, and a final graduation residency. (48 credits)

Residency in Creative Writing (4 residencies/ 6 credits each)

A week-long intensive community experience in which students participate in genre-specific workshops, seminars, and lectures as well as publishing discussions and public readings. Students will be introduced to mentors and to the expectations of long-distance learning.

Four residencies are required, each with varying focus depending on the student's status as an entering, second year or graduating student.

Mentorship in Creative Writing (4 mentorships/6 credits each)

Mentors provide one-on-one individualized attention to the student's creative work through written and oral commentary in a virtual environment. Creative analyses of canonical and contemporary readings, chosen in consultation with the mentor are also required.

Final Residency/Graduation

In this final residency (in the fifth semester) students deliver a public reading of their creative work (chapter from a short story or essay, a series of poems, or excerpts from a novel or memoir) and deliver a craft talk based on their critical thesis.

Courses

Code	Title	Credits
ENG-600	Residency in Creative Writing I	6
ENG-601	Residency in Creative Writing II	6
ENG-602	Residency in Creative Writing III	6
ENG-603	Residency in Creative Writing IV	6
ENG-610	Mentorship in Creative Writing I	6
ENG-611	Mentorship in Creative Writing II	6
ENG-612	Mentorship in Creative Writing III	6
ENG-613	Mentorship in Creative Writing IV	6
ENG-620	Final Residency and Graduation	0
Total Credits		**48**

Sample Degree Plan for Master of Fine Arts in Creative Writing

Course	Title	Credits
First Year		
June Session		
ENG-600	Residency in Creative Writing I	6
	Credits	**6**
Fall		
ENG-610	Mentorship in Creative Writing I	6
	Credits	**6**
Winter		
ENG-601	Residency in Creative Writing II	6
	Credits	**6**
Spring		
ENG-611	Mentorship in Creative Writing II	6
	Credits	**6**
Second Year		
June Session		
ENG-602	Residency in Creative Writing III	6
	Credits	**6**
Fall		
ENG-612	Mentorship in Creative Writing III	6
	Credits	**6**
Winter		
ENG-603	Residency in Creative Writing IV	6
	Credits	**6**
Spring		
ENG-613	Mentorship in Creative Writing IV	6
	Credits	**6**
Third Year		
June Session		
ENG-620	Final Residency and Graduation	0
	Credits	**0**
	Total Credits	**48**

Students may begin their first semester in June or January.

Healthcare Administration

Director and Department Chair
Melissa Varao, Ph.D.
(401) 341-3123

Program Director
Anna Matos-Mournighan, D.H.S.
(401) 341-2158

Master of Science in Healthcare Administration

Classes are offered online.

Accredited by the International Accreditation Council for Business Education (IACBE)

About the Program

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

The Program consists of the following options:

- A Master of Science in Healthcare Administration.
- A Certificate of Graduate Studies in Healthcare Administration, or in Healthcare Leadership, or in Cybersecurity and Healthcare Administration.

- A Master of Science in Healthcare Administration with a concentration in Cybersecurity.

Master's

- Healthcare Administration Master of Science (M.S.) (p. 56)

Certificates

- Cybersecurity in Healthcare Administration Certificate (p. 56)
- Healthcare Administration Certificate of Graduate Studies (p. 56)
- Healthcare Leadership Certificate of Graduate Studies (p. 58)

HCA-500: Research Methods (3 Credits)
Students explore various research techniques and then apply that knowledge to an analysis of existing research and to designing and implementing their own research projects. The course includes preparation of appropriate research questions, a literature review, qualitative and quantitative approaches, research designs, and threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. A basic overview of the application of research methods to program evaluation is provided. Ethical issues are explored in some depth.

HCA-501: Introduction to Healthcare (3 Credits)
This course will explore the historical development, current state and possible future trends of health care financing and delivery in the U.S. Course components include a general overview of the size and scope of the health care system; issues related to the underlying need for health care, different modalities for financing and reimbursement and will conclude with evaluation and policy issues.

HCA-505: Healthcare Marketing (3 Credits)
Students are introduced to basic marketing principles and practices related to the health services industry. They examine consumer needs, target market concepts, strategies for attaining goals, current market practices, cost benefit analysis, ethical considerations, and marketing resources. The development of positive relationships within an organization is explored as a marketing strategy, including the role in marketing played by employees, physicians, patients, and the community. Class presentations and a term paper provide opportunities for students to research and discuss current healthcare marketing topics.

HCA-509: Human Resources Management (3 Credits)
This course will assist students in understanding the effective use of human resources to achieve organizational goals within the constraints imposed by ethical considerations and legal obligations. The processes used to determine human resource requirements, recruitment, selection, development, utilization and accommodation of human resources in contemporary organizations will be explored. Students will apply case analyses methods to assess the issues, stakeholders and supported options to resolve pertinent human resource management situations.

HCA-510: Essential Team Building for Healthcare Leaders (3 Credits)
This course is designed to provide current and future healthcare leaders with both the theory and practice of building effective teams that are running on all cylinders. Using common examples that exist in healthcare along with the experience of students, we will consider the role of the leader, alignment, communication, training and feedback in the development of effective teams. We will also examine the conflicts that arise within teams and how best to address them. We will explore how to measure whether your team is functioning at a high level.

HCA-515: Building Agreement and Relationships (3 Credits)
Healthcare is a dynamic workplace where professionals from different educational programs and experiences must work together to achieve outstanding results in patient care, clinical outcomes, quality measurement, all while under significant financial pressures. Inevitably, differences will arise that need to be addressed effectively while maintaining interdependent relationships. Students will follow the "Getting to Yes" and "Difficult Conversations" principles, in application to healthcare specific situations.

HCA-519: Healthcare Finance (3 Credits)
This course provides an overview of the healthcare environment and introduces financial concepts through financial statements reviews and analysis. Discussions address the development and use of revenues, identification of operating expenses, strategies to contain costs, and the financial interaction between healthcare providers and third party payers. Class presentations and a term paper provide opportunities for students to research and discuss current healthcare financial topics.

HCA-520: Transformational Leadership Practices (3 Credits)
This course is the fourth course in the Healthcare Leadership Certificate Program and is intended to pull together the learnings of the prior three courses using a student-selected leadership project involving change. At each stage of the project, students will incorporate their personal leadership approach, the culture of their group, and their comfort with finding common ground. This seven-week hybrid course will follow John P. Kotter's eight step "Leading Change" process. Students will explore each step of the change process, applying related concepts to their project and to other healthcare specific situations.

HCA-522: Introduction to Healthcare Analytics (3 Credits)
This course provides students with foundational knowledge of analytics, covering key components of the data analysis process, including strategies for effectively capturing and communicating information, and the pitfalls in doing so.

HCA-524: Enhancing Dynamic Leadership Skills (3 Credits)
Professionals across most fields and disciplines are challenged to lead, work with, and intervene in a variety of unusual situations. Therefore, leaders from all sectors, are needed who can develop the leadership skills to facilitate interdependent, cooperative action. This course will provide the opportunity for course participants to develop their unique leadership identity and personal leadership approach. This course will provide basic introductory leadership material.

HCA-525: Ethics for Health Professionals (3 Credits)
Students explore the current and recurring ethical issues facing health professionals in today's healthcare environment. Topics include the right to refuse treatment, the right to die, physician-assisted death, organ donation, resource allocation, and issues related to healthcare reimbursement and administration, such as cost containment and quality assurance. Other topics include informed consent, confidentiality, autonomy, nutrition and hydration, professional codes, the Human Genome Project and cloning. Traditional theories of ethics as well as decision making models are also examined.

HCA-528: Health Policy (3 Credits)
Students focus on three major areas that contribute to the establishment of national health policies: health planning, health research, and health services. They examine the methodology for policy planning, goal setting, allocation of resources, plan implementation, evaluation, and regulation. Health policy as it relates to health research involves discussion of major illnesses and diseases, environmental factors, new technology and health research, and the social, political, and economic factors influencing policy development.

HCA-530: Cybersecurity and Resiliency in Healthcare (3 Credits)
The regular occurrence of cybersecurity incidents has led healthcare organizations to treat cybersecurity as a risk that needs to be actively managed, rather than just an issue that technology alone can solve. From medical data tracking, to electronic health records, and bedside life support systems, information communication technology has streamlined healthcare delivery. Moreover, this is only the beginning-more and more healthcare related devices are connecting to the Internet to increase efficiency and deliver better patient care. However, the latest apps, mobile operating systems, and medical devices also create many privacy and security challenges. This course provides students an introduction to cybersecurity and resiliency in healthcare administration. Drawing on recent cybersecurity incidents in healthcare, students are introduced to cybersecurity threats, threat actors, cybersecurity risk management best practices, laws and regulations applicable to electronic health records, and basic techniques to build enterprise-wide cybersecurity awareness.

HCA-533: Health Law (3 Credits)
Students examine the law relating to healthcare administration. Course topics include: the physician-patient relationship, professional liability, credentialing, medical records and disclosure of information, HIPAA regulations, consent to treatment, hospital liability, and the institution-physician relationship. Recent legislation regarding issues in healthcare administration is also discussed.

HCA-538: Cybersecurity and Healthcare Policy (3 Credits)
As large scale data breaches become increasingly ubiquitous in health care organizations, concern for healthcare information data security has moved from an information technology (IT) problem to a board level problem. Managers in healthcare enterprises must have the strategic level policies in place to deal with the current and emerging cybersecurity challenges. This course will be divided into two parts. Throughout the first half of the course, students will develop an in-depth understanding of major and continual healthcare policy reforms as it relates to digital health and cybersecurity, with a particular focus on how federal policy is driving health information technology innovation. The second half of the course will give students the skills necessary to develop strategic level policy documents and build end-user cybersecurity awareness in a healthcare organization to include, 'BYOD' policies, standards for medical devices, cloud usage policies, 'SWOT' analysis, among other risk management policies and procedures.

HCA-540: Healthcare and the Older Citizen (3 Credits)
Students examine the political, social, economic, and healthcare issues that pertain to older people and their families. They look at housing, health and social programs, long term care, reimbursement, and public policy issues. Past, present, and future trends that affect the aging population are also explored.

HCA-542: Cybersecurity and Healthcare Law (3 Credits)
As healthcare enterprises progressively adopt electronic health records and other digital health technologies, various privacy and security risks arise. Healthcare enterprises must ensure compliance with various legislative, regulatory, and standards regimes. This course provides students an in-depth understanding of the various federal and state legislation and regulation that governs healthcare and cybersecurity, from the Health Insurance Portability and Accountability Act (HIPAA) privacy and security rule, to the Health Information Technology for Economic and Clinical Health (HITECH) Act, and the Rhode Island Identity Theft Protection Act. Moreover, standards and rules governing risk management and the effective use and protection of patient data will be covered. This will include an overview of the National Institute for Standards and Technology (NIST) frameworks on cybersecurity and risk management, Federal Trade Commission rulings on customer data, and Food and Drug Administration regulations on medical devices, among others. Finally, the course will also cover how various legislation, such as the Cybersecurity Information Sharing Act of 2015 impacts healthcare.

HCA-543: Public Health Administration (3 Credits)
This course provides healthcare leaders with a broad overview of public health issues, the meaning of health promotion and disease prevention with a consideration for health status and risk factors. This course balances a view of the historical development of public health and moves to current challenges such as dealing with a global pandemic, including COVID-19. The material is current, relevant and critical for anyone who wants to understand how to improve the health of a community.

HCA-547: Application of Healthcare Management Theory (3 Credits)
This capstone course is taken at the conclusion of the student's graduate healthcare studies. The course will review and reinforce the core competencies the student has acquired during their course of study. Through case studies and actual healthcare management situations students will have the opportunity to apply the techniques and skills acquired during their previous course work. Completion of 30 credits or approval from the graduate program director is required.

HCA-551: Hacking the Future of Healthcare Administration (3 Credits)
With the emergence of more advanced healthcare related technologies and the required integration of "Internet of Things" devices into healthcare settings, health care enterprises are more frequently becoming the targets of advanced cyber threat actors bent on data destruction or obtaining intellectual property and patient personal identifiable information (PII). As the number and scope of attacks increase, health care administrators are pressured to better understand these threats and make technical decisions that have traditionally been outside the scope of their responsibility. "Hacking the Future of Healthcare Administration" will introduce students to the cyber threats directly targeting and impacting health care enterprises currently and in the future. Students will research and evaluate historical case studies of various compromises in healthcare settings and learn how best to address similar situations, while also proactively mitigating against future events.

HCA-552: Digital Health, Innovation, and Entrepreneurship in Healthcare Administration (3 Credits)
Digital health-one of the fastest growing industries in the US economy-is rapidly changing, with current and future disruptive results for the delivery of healthcare. Innovation in healthcare requires leaders that are trained to think and act as entrepreneurs, while also maintaining a culture of cybersecurity safety and resiliency. This course provides students an overview of how technology is developed and applied to healthcare and medicine-from telemedicine, to quantified self, and other emergent digital health platforms. Moreover, this course provides students in-depth knowledge of the vocabulary and skills necessary to engage in digital health entrepreneurship, to include lean start up methodologies; stakeholder, market, and competitor analysis; venture capital; mergers and acquisitions; initial public offering (IPO) transactions; and designing and patenting for sales.

HCA-570: Internship and Seminar in Healthcare Administration and Management (3 Credits)
The internship is an individual work experience or project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of the internship varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 120 hours of on-the-job experience occurring within a semester.

HCA-581: Special Topics in Healthcare Administration and Management (3 Credits)
Special topics courses with healthcare administration and management content are offered on a periodic basis.

HCA-591: Independent Study (1-3 Credits)
A focused study on a subject outside the graduate catalog. An independent study provides opportunity for original and in-depth research on a specific topic or regional issue of the candidate's interest and professional focus. It is an important part of the curriculum and should be used to supplement existing coursework. A student selects a topic of research from a single field of learning or one which is interdisciplinary and prepares a research paper(s) to be submitted to the professor. The quality of the research paper should be appropriate to graduate level research. A list of preliminary readings and/or assignments and a means of assessment/ evaluation are clearly defined in advance of the study.

Cybersecurity in Healthcare Administration Certificate

Students must successfully complete 4 courses 12 credits (3 core courses plus 1 elective course)

Code	Title	Credits
HCA-530	Cybersecurity and Resiliency in Healthcare	3
HCA-538	Cybersecurity and Healthcare Policy	3
HCA-542	Cybersecurity and Healthcare Law	3
Select one of the following elective courses:		3
MGT-558	Management of Cyber Opportunities and Threats	
CJC-576	High Technology Crime	
HCA-551	Hacking the Future of Healthcare Administration	

HCA-552	Digital Health, Innovation, and Entrepreneurship in Healthcare Administration	
Total Credits		**12**

Healthcare Administration Certificate of Graduate Studies

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

Students may select four courses from the Healthcare Administration graduate curriculum for their certificate study. The Graduate Program Director will work with the student in selecting the courses for the certificate. Most, if not all, of the courses will be required courses from the Master's Degree. These courses will reflect a range of subject matters to provide the student with broad exposure to facets of the healthcare industry.

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

Healthcare Administration Master of Science (M.S.)

Twelve courses (36 credits) must be completed successfully to qualify for the Master of Science degree in Healthcare Administration. The MS degree spans the entirety of the dynamic healthcare industry. Our program includes an overview of the US healthcare system and healthcare specific courses in law, finance, policy, human resources, analytics, ethics, public health, and a capstone course.

Internships are required for students in the combined bachelor's/master's program and for other students who do not have healthcare experience. Internships are pursued in fields where students are likely to direct their future activities or where they may develop expertise in supplementary areas for policy or consulting. Students discuss possibilities with the graduate program director, assess their suitability to career plans, and develop specific proposals for placement. A three-credit internship of 120 hours may be taken in a variety of administrative settings, such as hospitals, homecare facilities, mental health facilities, long-term care facilities, regulatory agencies, third-party payers, proprietary and nonproprietary systems, state and national associations.

Core Courses

(9 courses/27 credits)

Code	Title	Credits
HCA-501	Introduction to Healthcare	3
HCA-509	Human Resources Management	3
HCA-519	Healthcare Finance	3
HCA-522	Introduction to Healthcare Analytics	3
HCA-525	Ethics for Health Professionals	3
HCA-528	Health Policy	3
HCA-533	Health Law	3

HCA-543	Public Health Administration	3
HCA-547	Application of Healthcare Management Theory	3
Three Elective Courses		9
Total Credits		**36**

Possible Electives

Students must also complete three elective courses (9 credits). Possible elective courses are as follows. Other graduate level courses may be substituted with the graduate program director's approval.

- The Cybersecurity courses listed in the Certificate program below
- The Healthcare Leadership courses listed in the Certificate program below

Code	Title	Credits
HCA-510	Essential Team Building for Healthcare Leaders	3
HCA-515	Building Agreement and Relationships	3
HCA-520	Transformational Leadership Practices	3
HCA-524	Enhancing Dynamic Leadership Skills	3
HCA-540	Healthcare and the Older Citizen	3
MGT-567	Creative Problem-Solving	3
MGT-555	Organizational Transformation and Change	3
HCA-570	Internship and Seminar in Healthcare Administration and Management ((required for 5th year students and those students without healthcare experience))	3
HCA-581	Special Topics in Healthcare Administration and Management	3
HCA-591	Independent Study	3
HLC-505	Interpersonal Helping Skills	3

Healthcare Administration Cybersecurity Concentration

Students must successfully complete 12 courses totaling 36 credits (9 core courses and three elective courses) to earn the Master of Science in Healthcare Administration with a Concentration in Cybersecurity.

Recommended electives for the concentration in Cybersecurity are listed below:

Code	Title	Credits
CJC-576	High Technology Crime	3
HCA-500	Research Methods	3
HCA-505	Healthcare Marketing	3
HCA-540	Healthcare and the Older Citizen	3
HCA-551	Hacking the Future of Healthcare Administration	3
HCA-552	Digital Health, Innovation, and Entrepreneurship in Healthcare Administration	3
HCA-570	Internship and Seminar in Healthcare Administration and Management	3
HCA-581	Special Topics in Healthcare Administration and Management	3
HCA-591	Independent Study	3
MGT-558	Management of Cyber Opportunities and Threats	3

With the approval of the Graduate Director other graduate level courses may be substituted.

Degree Plan for M.S Healthcare Administration
Healthcare Administration M.S.

Course	Title	Credits
First Year		
Fall		
HCA Elective		3
HCA-522	Introduction to Healthcare Analytics	3
HCA-501	Introduction to Healthcare	3
	Credits	**9**
Spring		
HCA-509	Human Resources Management	3
HCA-519	Healthcare Finance	3
HCA-525	Ethics for Health Professionals	3
	Credits	**9**
Summer		
HCA-543	Public Health Administration	3
	Credits	**3**
Second Year		
Fall		
HCA-528	Health Policy	3
HCA-533	Health Law	3
HCA Elective		3
	Credits	**9**
Spring		
HCA-547	Application of Healthcare Management Theory	3
HCA Elective		3
	Credits	**6**
	Total Credits	**36**

The plan above is a suggested or recommended plan for students to consider. HCA-501 Introduction to Healthcare should be taken in the student's first semester, if possible, as it serves as an introduction to the program. Most courses do not have prerequisites so may be taken in any order. HCA-547 Application of Healthcare Management Theory is essentially the capstone course for the degree, and as such students should have taken at least 15 credits prior to this course, and ideally this course will be taken in the last semester.

Healthcare Administration and Cybersecurity Concentration

Course	Title	Credits
First Year		
Fall		
HCA Elective		3
HCA Elective		3
HCA-501	Introduction to Healthcare	3
	Credits	**9**
Spring		
HCA-509	Human Resources Management	3
HCA-519	Healthcare Finance	3
HCA-525	Ethics for Health Professionals	3
	Credits	**9**
Summer		
HCA-543	Public Health Administration	3
	Credits	**3**

Second Year
Fall

HCA-530	Cybersecurity and Resiliency in Healthcare	3
HCA-538	Cybersecurity and Healthcare Policy	3
HCA-542	Cybersecurity and Healthcare Law	3
	Credits	**9**

Spring

HCA-547	Application of Healthcare Management Theory	3
HCA Elective		3
	Credits	**6**
	Total Credits	**36**

The plan above is a suggested or recommended plan for students to consider. HCA-501 Introduction to Healthcare should be taken in the student's first semester, if possible, as it serves as an introduction to the program. Most courses do not have prerequisites so may be taken in any order. HCA-547 Application of Healthcare Management Theory is essentially the capstone course for the degree, and as such students should have taken at least 15 credits prior to this course, and ideally this course will be taken in the last semester.

Healthcare Leadership Certificate of Graduate Studies

Students must successfully complete four courses (12 credits). This certificate is designed to equip the current or soon-to-be healthcare leader with skills to meet the on-going and unexpected challenges of the dynamic healthcare industry.

Required Courses

Code	Title	Credits
HCA-524	Enhancing Dynamic Leadership Skills	3
HCA-510	Essential Team Building for Healthcare Leaders	3
HCA-515	Building Agreement and Relationships	3
HCA-520	Transformational Leadership Practices	3
Total Credits		**12**

Humanities

Program Director
Dr. Troy Catterson
(401) 341-4678

Classes are offered at our Newport campus.

About the Ph.D. Program

The Ph.D. offers the humanities as a foundation for understanding a world of accelerating and complex change. Cultivating expertise in traditional humanities fields and building skills as contemporary interdisciplinary scholars, students pursue doctoral research that makes a difference; bridging disciplines and exploring questions of human meaning in a dynamic study of the past, present and future. The humanities Ph.D. was inaugurated in 1989 as an interdisciplinary investigation of the question, "What does it mean to be human in an age of advanced technology?" In one form or another, this question still commands attention in the 21st century. The human-technology relationship remains at the heart of the curriculum allowing students to draw insights and integrate knowledge from a variety of fields: religion, philosophy and ethics; art, literature and new media; history, politics and

cultural theory. Students begin by choosing a program area of inquiry that is relevant to their preliminary research problem or issue. Building upon previous studies, professional and life experience, students choose their concentration from four areas of inquiry rooted in the scholarly expertise of faculty, the history of the doctoral program and Mercy mission of Salve Regina University:

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

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

Humanities (Ph.D.) Student Learning Outcomes

At the completion of the program, students will be able to:

1. Interpret and evaluate primary evidence and literature, to explain and critique subject matter and perspectives from the Humanities and from the area of inquiry and specific concentration fields. Students will be able to succinctly explain and summarize state of knowledge in fields relevant to the area of inquiry and dissertation research in oral and written form.
2. Engage in research that crosses the boundaries of traditional academic disciplines.
3. Demonstrate advanced knowledge of a focused area in the Humanities and in their chosen area of inquiry.
4. Be adept at clearly formulating and defending a complex argument for a thesis. They will be able to choose a methodology that is appropriate to proving their thesis.
5. Bring a specific area of the Humanities into dialog with a particular area of technology and/or science.

(Source: Assessment Report 2022)

Doctorates

- Humanities Doctor of Philosophy (Ph.D.) (p. 59)

HUM-600: Humanities Problems and Perspectives (3 Credits)
Focused on the history of ideas, students survey core readings in the humanities. Perspectives, problems and debates concerning the human relationship to culture and technology are considered in the fields of philosophy, religion, literature, history and art. This course lays the interdisciplinary foundation for the related methods course, HUM-618, and later dissertation work. Students prepare an interdisciplinary bibliographic essay on a significant humanities problem or debate.

HUM-605: Philosophical Perspectives on Digital Age (3 Credits)
Pre-requisite(s): HUM-600 and HUM-618 or permission of program director are required.
This course provides opportunities for students to investigate technology in a historical context as the organization and institutionalization of knowledge for practical purposes. Students examine the effects of technology on the traditional human wisdom that has served as a stabilizing force throughout history.

HUM-610: Religion, Culture and Technology (3 Credits)
Pre-requisite(s): HUM-600 and HUM-618 or permission of program director are required.
This course examines the interaction between religion, culture, the human person and the earth, using both general theories of religion and particular traditions. Areas explored include interpretations of technology, science, work, social justice, spirituality, morality, evil and death.

HUM-617: Political Philosophy and Technology (3 Credits)
Pre-requisite(s): HUM-600 and HUM-618 or permission of program director are required.
This course examines the role that technology plays in creating political systems that are just and fair. After looking at the origins of the Western liberal tradition in the political philosophy of Plato and Aristotle, we then trace a line of thinking through Locke, Jefferson, and Kant. We close with readings from the contemporary political philosopher John Rawls. Our final objective is to determine the effects particular technological advances have had on the evolution of Western political liberalism and on the adaptability of modern liberal democracy to the developing world.

HUM-618: Humanities Theory, Method and the Disciplines (3 Credits)
This course surveys research methods and theoretical frameworks in the humanities. Students review basic critical and empirical research methods, pure vs. applied research, and quantitative vs. qualitative approaches. Models that combine scholarly perspectives are emphasized, as well as major debates concerning the uses of evidence, theory and method within and across disciplines. Case studies focus on humanities approaches and questions as they intersect with the dilemmas of technological society.

HUM-620: Social Transformation Through Art (3 Credits)
Pre-requisite(s): HUM-600 and HUM-618 or permission of program director are required.
Students examine social change as reflected in, and caused by, the imagery of art. The course critiques important connections among art, technology and philosophical ideas expressed during periods of significant technological progress.

HUM-621: A History of Technology (3 Credits)
This course investigates technology's impact on the human condition throughout history. Considered in this investigation are advances in technology based on human ingenuity, observation, and experimentation. Practical examples are taken from fields such as agriculture, communication, education, manufacturing, medicine, and business.

HUM-625: Ethics and Modern Technology (3 Credits)
Pre-requisite(s): HUM-600 and HUM-618 or permission of program director are required.
Guided by the key principles of traditional western ethics - human dignity, justice, freedom, goodness, the common good and truth telling - this course considers how modern technology affects the human experience. Selected moral questions arising from the use of science-based and capital-driven technology are examined, e.g., the search for a more comprehensive ethic than the cost-benefit calculations of popular utilitarianism.

HUM-630: Modern Literature and the Human Condition (3 Credits)
Pre-requisite(s): HUM-600 and HUM-618 or permission of program director are required.
This course is based on imaginative works that reflect conflicting moral and technological dilemmas of contemporary life. Classes focus on a range of major authors whose fiction, drama and poetry illumine the human situation in the 21st century.

HUM-635: Culture, Society and the Global Condition (3 Credits)
Co-requisite(s): HUM-670 must be taken at the same time as this course.
This course offers a final opportunity for students to integrate perspectives drawn from coursework in the broader humanities with work in their chosen program areas. Students and faculty work to develop a synthetic understanding of the global condition relative to accelerating technological changes and diverse cultural and societal influences. This course precedes the comprehensive examination and admission into the dissertation phase. It must be taken as the last 600-level humanities course.

HUM-645: Research Colloquium (1-3 Credits)
Research colloquium may be taken for 1-3 credits to fulfill the doctoral research requirement.

HUM-670: Comprehensive Exam (0 Credits)
Co-requisite(s): HUM-635 is required to be taken at the same time as this course.
In this course students who have completed all of their coursework, their language requirement and at least one subject field take the comprehensive exam. The comprehensive exam is designed to test the students' knowledge and comprehension of the material covered in their classes. Each instructor will set questions pertinent to the material covered in their class. Students must answer four questions. Passing the HUM-670 is the pre-requisite for entry to the HUM-680, the dissertation reading and writing class.
PhD Comp Exam Fee: $250.00

HUM-680: Dissertation Research & Writing (3 Credits)
Pre-requisite(s): HUM-670 is required.
Students are expected to enroll in Dissertation Research and Writing each fall and spring until the final version of the dissertation is accepted. Mentoring and guidance is provided to the student during the process of researching, writing, revising and defending the dissertation.

Humanities Doctor of Philosophy (Ph.D.)

Depending on each student's background, additional preparation in the broader humanities or course work in specific subject fields may be required. HUM-600 and HUM-618 are prerequisite courses. Ten core classes need to be completed. Total credits, including required core coursework and doctoral fee credits accrued during the dissertation phase will vary for each student. Payment of the 3-credit doctoral fee each fall and spring until the dissertation is successfully defended accords students part-time status through continuous enrollment in HUM-680. Excluding official leaves of absence, students have have 7 years to defend from matriculation into the program.

All students admitted into the Ph.D. in Humanities Program are required to demonstrate a research proficiency in a language other than English. Students whose first language is not English are exempt from the requirement. No graduate credit will be awarded for language courses. Having second-language proficiency should enable students to use resources for their courses and for their dissertations that

would otherwise be inaccessible to them. To meet this requirement, students may have taken a language at master's level or a two-semester, Intermediate Level course at the Undergraduate level, where they achieve a grade of B or better. Students not able to fulfill the above can take a short online course in Reading and Translation offered at the University of Wisconsin-Madison, details of which can be provided by the Office of Graduate and Professional Studies (gradoffice@salve.edu). The decision as to whether prior proficiency or attainment should gain credit is solely at the discretion of the Program Director, Dr. Troy Catterson.

Timeframe for Completing the Language Proficiency Requirement:

Students are strongly encouraged to demonstrate language proficiency in the first or second year of the program. The second-language proficiency requirement must be passed prior to the Comprehensive Exam.

Humanities Curriculum

Code	Title	Credits
Doctoral Core/Concentration Course Options		
HUM-600	Humanities Problems and Perspectives	
HUM-605	Philosophical Perspectives on Digital Age	
HUM-610	Religion, Culture and Technology	
HUM-617	Political Philosophy and Technology	
HUM-618	Humanities Theory, Method and the Disciplines	
HUM-620	Social Transformation Through Art	
HUM-621	A History of Technology	
HUM-625	Ethics and Modern Technology	
HUM-630	Modern Literature and the Human Condition	
HUM-635	Culture, Society and the Global Condition	
HUM-645	Research Colloquium	

Program Phases

Students progress through three phases:

- Proficiency phase ending with completion of classwork
- Qualifying phase leading to doctoral candidacy
- Dissertation phase culminating in an oral defense of the completed thesis

Students complete ten core courses and any electives which may need to be taken.

Students fulfill the first step in the qualifying phase by taking the subject fields examination. The examination may be taken in any fall or spring semester after the proficiency phase has been completed after the first semester has been completed. The subject fields or disciplines for the exam are developed from the area of inquiry and concentration paper topic. The student begins by developing a preliminary reading list in the subject fields. The reading list is then approved and supplemented by the examining faculty in those fields. The major field examination must include at least two fields/disciplines. The oral exam is administered by the examining faculty at the end of the semester. The format for the exam is determined by the examining faculty and may include written components. The goal is to provide students with a focused framework for study and an opportunity to demonstrate achievement at a high level. Success in the oral examination does not entirely depend upon the student's ability to answer one specific question or group of questions. The examiners will be alert to gauging whether the student's responses demonstrate evidence of serious preparation for the examination. More

importantly, however, they will be assessing what the student does know and whether there are significant gaps in knowledge that need to be remedied before the student can proceed to the dissertation phase. The grade report for the exam and examiner feedback will be useful for each student in preparing for the dissertation proposal.

The Comprehensive Examination

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

The Comprehensive exam is graded A-F.

Students will pass this exam if:
- All four grades are B- or better.
- One grade is Not Passing (NP) and one of the other three grades is B or better.

Students will fail this exam if:
- Two grades are NP.
- One grade is NP and three grades are B-.

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

Following successful completion of the comprehensive examination, students advance to doctoral candidacy and enter the third program phase. Students must enroll in HUM-680 each fall and spring until all degree requirements are completed. Each semester's work is graded A-F. Students must enroll in dissertation research and pay the doctoral fee each semester until the dissertation is officially accepted by the University. Before beginning, research students publicly present a fully developed dissertation proposal, which must be presented and approved during the first academic year of the dissertation phase. When the dissertation proposal is accepted, students proceed to research and write a scholarly dissertation under the guidance of the dissertation committee (the mentor and two readers).

Dissertation Proposals

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

As the dissertation is being written, students undergo ongoing review of the work. After the dissertation is completed, students engage in

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

Degree Plan for Ph.D. in Humanities

Course	Title	Credits
First Year		
Fall		
HUM-600	Humanities Problems and Perspectives	3
HUM-618	Humanities Theory, Method and the Disciplines	3
	Credits	**6**
Spring		
HUM-610	Religion, Culture and Technology	3
HUM-617	Political Philosophy and Technology	3
	Credits	**6**
Summer		
HUM-621	A History of Technology	3
HUM-620	Social Transformation Through Art	3
	Credits	**6**
Second Year		
Fall		
HUM-605	Philosophical Perspectives on Digital Age	3
HUM-625	Ethics and Modern Technology	3
	Credits	**6**
Spring		
HUM-630	Modern Literature and the Human Condition	3
HUM-635	Culture, Society and the Global Condition	3
HUM-670	Comprehensive Exam	0
	Credits	**6**
Dissertation		
Fall		
HUM-680	Dissertation Research & Writing	3
	Credits	**3**
Spring		
HUM-680	Dissertation Research & Writing	3
	Credits	**3**
Summer		
HUM-680	Dissertation Research & Writing	3
	Credits	**3**
	Total Credits	**39**

International Relations

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

Ph.D. Associate Director:
Chad Raymond, Ph.D.
(401) 341-3294

M.A. Associate Director:
Yvan Ilunga, Ph.D.
(401) 341-3183

Classes are offered at our Newport campus and online.

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

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

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

International Relations (M.A.) Student Learning Outcomes

At the completion of the program, students will be able to:

1. Develop in-depth reading comprehension of advanced research in the field.
2. Use empirical evidence to evaluate theoretical suppositions in international relations.
3. Develop written communication skills through purposeful writing based on a systematic methodological thought process.
4. Synthesize multiple perspectives on contemporary issues to promote a more just world order.

(Source: 2022 Assessment Report)

International Relations (Ph.D.) Student Learning Outcomes

At the completion of the program, students will be able to:

1. Develop in-depth reading comprehension of advanced research in the field.
2. Use empirical evidence to evaluate theoretical suppositions in international relations
3. Develop written communication skills through purposeful writing based on a systematic methodological thought process.
4. Synthesize multiple perspectives on contemporary issues to promote a more just world order

5. Demonstrate an understanding of the historical, cultural, political, and economic processes that affect international relations in different regions of the world

6. Independently design and execute complex research on a subject that is pertinent to international relations in a specific region of the world

(Source: 2022 Assessment Report)

Master's

Doctorates

INR-508: Writing Strategies for Academic Success (3 Credits)
The goal of this course is to teach students how to focus on the elements of the writing process at the graduate level. The course will progress from the preliminary stages of the pre-writing process through the preparation of a graduate level research paper. Students will learn how to structure an argument-driven paper by creating a strong thesis statement supported by scholarly evidence and analysis. This course will develop expertise in research and data analysis skills and will cover critical reading and organizational techniques, research methodologies and research ethics. The culminating project will be a 3500--4500-word research paper on an approved topic. The course format will be a combination of lecture, group discussion, guest lectures and peer review.

INR-511: Philosophical Foundations of Politics (3 Credits)
This course examines and evaluates the intellectual contributions to the foundations of political order and justice of the main political thinkers since Socrates. The course analyzes and evaluates the key questions and answers regarding human nature and its direct relation to the construction and maintenance of political systems. Its purpose is to lay the groundwork for the study of comparative and international politics.

INR-512: Justice and Order in International Relations (3 Credits)
This course examines in theoretical and practical terms the relationship between justice and order at different levels of human interaction, such as that between people as members of different state organizations and as part of the world community. Its objective is to find a balance not only in the way political order relates to justice, but also in the way that people can balance their state citizenship with world citizenship, i.e., national identity and human identity.

INR-513: Comparative Political Development (3 Credits)
This course analyzes and compares different roads to establishing political order, taking into consideration the specific circumstances prevailing in different parts of the world. In the context of the concept of justice, the course relates the establishment and maintenance of political order to economic development, and by extension, the way economic development relates to the maintenance of political order.

INR-516: Identity, Harmony, and Conflict (3 Credits)
This course examines the role that social and religious identity plays in the interaction of people within an established political order as well as between different political orders. For example, is religious and social identity a factor for harmonious relations between people or is it a source of conflict between individuals and groups?

INR-522: Integration and Globalization Politics (3 Credits)
Students examine the ways by which the international system is being transformed and the effects such a transformation has on established political and social orders as well as on the lives and identities of people.

INR-531: Just and Unjust Wars (3 Credits)
This course examines the concept of the just war theory from the point of view of different religions in regard to the declaration and conduct of conventional war. It also examines the ethical implications of contemplating nuclear, biological or chemical warfare.

INR-533: International Political Economy (3 Credits)
This course examines topics such as competing theoretical explanations of economic growth and development, the role of states and other actors in alleviating or exacerbating poverty, and how the international distribution of political power affects the allocation and consumption of resources.

INR-534: Environmental Justice (3 Credits)
Students examine the practice of natural resources utilization and its impact on environmental and human integrity. Is there a balance between derived benefits of resource utilization and the cost associated with it? Are the benefits and costs distributed equally between regions and states and between all users in a region or state? Does the use of resources by some entail only costs for others? Overall, is there a balance between considerations of economic order and environmental justice?

INR-542: Dispute and Conflict Resolution (3 Credits)
This course examines sources of conflict at different levels of human interaction and explores negotiation, mediation, and arbitration strategies to managing crises and resolving disputes between groups and individuals.

INR-552: Terrorism & Transnational Crime (3 Credits)
This course examines the sources, activities and legal implications of international terrorism and globalized crime. It analyzes strategies and processes of responding and combating criminal networks and activities across borders and evaluates the impact such strategies and processes have on human and civil rights.

INR-562: International Organizations and Law (3 Credits)
Students examine the role international organizations and law play in promoting, maintaining, and enforcing the principles of the international community of states. Is the international community a reality or are international institutions convenient instruments of the interests and policies of the participant states? Are there any obligations that the citizens of the participant states have toward the institutions of the international community? If any, what are these obligations and how should they be carried out?

INR-571: International Human Rights (3 Credits)
This course examines the conceptual evolution of human rights and evaluates existing systems and instruments for the protection and promotion of human rights in the world. It also explores the fundamental relation between state and cultural sovereignty and the application of rights worldwide.

INR-572: Complex Humanitarian Emergencies: Prevention and Responses (3 Credits)
Focusing on complex humanitarian emergencies (CHEs), this course addresses the capacity to govern in the face of violence, turmoil, and conflict. The course will examine public policy challenges of developing and implementing the necessary systems to monitor, anticipate and react to critical response incidents and natural disasters. As such, the course will evaluate early warning methodologies and review the scientific research and competing approaches to preventing and mitigating complex humanitarian emergencies.

INR-590: Thesis (6 Credits)
Students may decide to write a six credit thesis under appropriate faculty direction and with the permission of the program director. Details are established prior to registration and in consultation with the thesis supervisor and the program director.

INR-591: Independent Study (3 Credits)
An independent study is a focused study on a subject outside the graduate catalog and provides opportunity for original and in-depth research on a specific topic or regional issue of the candidate's interest and professional focus. It is an important part of the curriculum and should be used to supplement existing coursework. A student selects a topic of research from a single field of learning or one which is interdisciplinary and prepares a research paper to be submitted at the end of the semester (recommended minimum of 20 pages). The quality of the research paper should be appropriate to graduate level research. A list of preliminary readings and/or assignments and a means of assessment/evaluation are clearly defined in advance of the study. A minimum GPA of 3.2 is required.

INR-592: Topical and Regional Issues in International Relations (3 Credits)
This course examines timely topical and regional issues in international affairs. Specific titles and course contents vary depending on events highlighting the major political issues and debates from time to time.

INR-593: Topical and Regional Issues in Comparative Politics (3 Credits)
This course examines timely topical and regional issues in comparative politics. Specific titles and course contents vary depending on events highlighting the major political issues and debates from time to time.

INR-598: Internship (3 Credits)
The internship is an individual work experience or project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of the internship varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 120 hours for three credits of on-the-job experience occurring within a semester.

INR-602: American Foreign Policy (3 Credits)
This course will examine the foreign policy of the United States since WWII. It will look at the fundamentals and traditions of American Foreign Policy in the context of the bipolar system, the unipolar system, and the emerging multipolar system as well as in the context of globalization.

INR-603: American Foreign Policy Decision Making (3 Credits)
This course will examine the philosophical and constitutional roots of executive decision making in relation to foreign policy. Will look at the rise and reform of contemporary foreign policy institutions such as the National Security Council, the State Department, and the Department of Defense. It will also evaluate the role Congress, the Senate, foreign lobbying groups, foreign nations, international organizations, interest groups and the American public play in the formulation of American foreign policy.

INR-612: Chinese Foreign Policy (3 Credits)
This course examines the sources, processes, and objectives of Chinese foreign policy. Of particular significance, the course will look at the formation of the Chinese state, Chinese nationalism, and economic development and their impact these have in determining China's role in the state system and the international community and institutions.

INR-613: The Korean Peninsula and Japan (3 Credits)
Japan, and the two Koreas have become a central concern for regional peace and security in East Asia. North Korea's nuclear and missile programs continue to grow and Japan and South Korea are important global economic players. This course will examine the politics and institutions of Japan, North Korea, and South Korea, the security challenges that complicate regional relations, and the role played by the United States and China.

INR-622: Russian Foreign Policy (3 Credits)
After a quarter century of peace following the collapse of the USSR, Russia and the West are again engaged in a Cold War. This course will examine what drives Russian foreign policy, and why this knowledge is important to Americans.

INR-623: Chinese Politics (3 Credits)
This course examines the intersection of political change, economic development, culture, and the environment in contemporary China. Topics include theoretical considerations about state power, legitimacy, and authoritarian resilience in the Chinese context; the structure of the Chinese communist party-state; mobilization and political participation in Chinese society; and prospects for China's democratization. Course assignments will emphasize the development of analytical thinking and written communication skills.

INR-633: Comparative Politics of Russia (3 Credits)
This is an upper-level survey of Russian society and politics. We will examine and evaluate the complex changes that are taking place in the vast region of Eurasia covered by Russia and its neighbors. As we shall see, coming to terms with the legacy of socialism involves more than merely modernizing the economy and writing a new constitution.

INR-643: The Middle East in World Affairs (3 Credits)
The course is designed to offer participants the opportunity to acquire an understanding of the comparative politics and international relations of the Middle East; gain an awareness of the relationship between politics, human welfare, and social justice in the region; and develop skills in analytical thinking and written communication. Topics that will be examined include the sociopolitical context of Islam, state formation and consolidation, economic development in the region, the Israeli-Palestinian conflict, Middle Eastern nation-states as part of the international political system, and democratization.

INR-652: South Asia in World Affairs (3 Credits)
This course explores the comparative politics and international relations of contemporary South Asia, the most densely populated region of the world. The course is organized to facilitate cross-national comparisons between South Asian states involving economic and political modernization, the political effects of cultural diversity, and governance. The course will also address regional issues such as environmental change, military security, and trade relations, as well as India's emergence as a global power. Special emphasis will be given to trends in India, Pakistan, and Bangladesh. Course assignments will emphasize the development of analytical thinking and written communication skills.

INR-653: Latin America in World Affairs (3 Credits)
This course will examine the theoretical, legal and political foundations of Latin America's relationship with foreign nations with special emphasis on United States hegemony and various challenges to that hegemony. The first part of the course focuses on periods of the Monroe Doctrine, the Good Neighbor policy and the Cold War. The examination of the post-Cold War period will focus on the "Washington Consensus" and globalization, and their impact on democratization, economic development, human rights, transnational crime, and immigration.

INR-662: Europe in World Affairs (3 Credits)

This course will trace Europe's experience with the state system and her evolution towards integration and the attempt to form a common defense and security apparatus. Of specific focus, the course will examine the sources, and integration process of Europe and the impact this will have on European and international affairs.

INR-670: Comprehensive Exam (0 Credits)

The culmination of a Ph.D. coursework is the comprehensive examination designed to test the students' general knowledge in two areas of studies. Students are required to answer two out of three area studies questions for each of two areas of studying in the curriculum. The comprehensive exams are taken after all coursework has been completed and passing them denotes elevation to Ph.D. candidate status. Students must therefore complete all other coursework prior to registering for this course. Students must also complete INR-610 Language Proficiency prior to taking this course. Permission of the Graduate Program Director is required.

Course Fee: $250.00

INR-672: Africa in World Affairs (3 Credits)

Few areas of the world have been as misunderstood as Africa. Stereotypes, generalizations and incorrect assumptions regarding Africa's role in global affairs have run rampant since European explorers and merchants first came into the continent. This course will seek to provide a more accurate understanding of the two-way roles by which African entities have played in world affairs and world actors have played in influencing the course of African affairs.

INR-675: Quantitative Methods (3 Credits)

This course will look at advanced hypothesis testing and develop an understanding for appropriate test for problem solving. It will explain all the mathematical concepts and formulae so that underlying principles for test analysis become clear. This course will cover advanced population parameters, tests of difference, correlation, regression, and multivariate exploratory techniques.

INR-685: Culture, Society and the Global Condition (3 Credits)

This course offers a final opportunity for students to integrate perspectives drawn from their coursework on different area studies. Students and faculty work to develop a synthetic understanding of the global condition relative to actual and presumed diverse cultural and political influences.

INR-690: Dissertation Proposal and Research (3 Credits)

Pre-requisite(s): INR-670 is required.

This course will make students aware of the relationship between chosen research methodologies and theoretical frameworks and concepts; provide students with an in-depth understanding of philosophical engagement and behavioral assumptions of social science research; help students discriminate between different methodologies and evidence collection in testing alternative hypotheses and construct arguments; familiarize students with different research methods such as conducting surveys, interviews, constructing case studies, perform comparisons, and rely on primary sources; and provide assistance in the design of a dissertation proposal.

INR-695: Dissertation Research and Writing (3 Credits)

Ph.D. Candidates who are finished with classwork and start work on their dissertation enroll for a three-credit research course at a fixed fee. This course is offered in fall and spring terms and is repeated as long as necessary until approved to defend a dissertation.

Course Fee: $365.00

INR-698: Dissertation I (6 Credits)

Students prepare, write, and review the final dissertation with the Dissertation Committee in preparation for defense. Permission of Program Director is required.

INR-699: Dissertation II (6 Credits)

Pre-requisite(s): INR-698 is required and permission of Graduate Program Director.

Students finalize and defend their dissertation before the Dissertation Committee. Permission of Program Director is required.

International Relations Doctor of Philosophy (Ph.D.)

This Ph.D. program is designed to provide students with a regional expertise in an area study of the globe, be that Russia, China, Europe, Africa, the Middle East, South Asia, East Asia or the Americas. To develop such an expertise the students will, first, be exposed to all the different regions of the world by taking at least one class in each area and, second, complete a 12-credit dissertation (INR-698 and INR-699 combined) in one specific area. For this purpose, students must complete 36 credit hours or 12 of the Ph.D. courses below, pass a language requirement and a written comprehensive examination, defend orally a dissertation proposal, and, finally, defend successfully the 12-credit dissertation (INR-698 and INR-699 combined).

Admission Criteria

To assure success in the Program, admission criteria will be highly selective. In order to qualify for application, individuals should:

1. Possess both a bachelor's degree and a master's degree earned from an accredited U.S. institution of higher learning or equivalent degrees from a nationally accredited, English-speaking, college or university outside the U.S. If the institution is outside of the U.S., documentation of degree equivalencies must be submitted by an agency authorized to do so. Applicants from non-English-speaking institutions will need to provide proof of oral and writing proficiency in the English language such as Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). They must also be able to submit a certified English translation of all non-English transcripts.

2. Have five years of related practical professional experience such as working for an international governmental or non- governmental agency, being deployed overseas, serving overseas, or living overseas.

Qualified applicants may complete an online application and submit:

1. Two letters of recommendation that support the ability to engage in doctoral studies, preferably from instructors from the applicant's MA study. Recommenders must include professional title and contact information.

2. A personal statement that demonstrates solid writing skills and motivation for doctoral studies.

3. A complete resume

4. Official undergraduate and graduate transcripts

Applications are accepted throughout the year. In reviewing applications, the Admissions Committee looks at the complete package of the application. Application files must be completed within one year of the initial application submission or individuals may be required to resubmit materials. All application materials become a permanent and confidential part of the University records and are not returned. All

prospective students are encouraged to contact the Office of Graduate and Professional Studies as well as the program director for more information.

Applicants from accredited military universities with transferable credits available may have up to 9 credits of the International Relations Ph.D. required credits transferred with the permission of the program director.

Program Requirements

Each of the courses below will train students in finding and reviewing academic literature, formulating and refining research questions, academic writing, and qualitative research. For quantitative research students will rely on the course INR-675, which will be a required course. INR-690, which will also be required, will emphasize qualitative research and its major emphasis will be on preparing students for writing and defending a dissertation proposal, on conducting qualitative research and on writing a dissertation.

International Relations Curriculum

Code	Title	Credits
Complete 10 courses from the following:		30
INR-602	American Foreign Policy	
INR-603	American Foreign Policy Decision Making	
INR-612	Chinese Foreign Policy	
INR-613	The Korean Peninsula and Japan	
INR-622	Russian Foreign Policy	
INR-623	Chinese Politics	
INR-633	Comparative Politics of Russia	
INR-643	The Middle East in World Affairs	
INR-652	South Asia in World Affairs	
INR-653	Latin America in World Affairs	
INR-662	Europe in World Affairs	
INR-672	Africa in World Affairs	
INR-685	Culture, Society and the Global Condition	
Required courses		
INR-670	Comprehensive Exam	0
INR-675	Quantitative Methods	3
INR-690	Dissertation Proposal and Research	3
INR-695	Dissertation Research and Writing	3
INR-698	Dissertation I	6
INR-699	Dissertation II	6
Total Credits		**51**

Language Requirement

By the time of completion of all coursework, students must have also fulfilled a language proficiency requirement, either by passing a translation test administered by the program coordinator or passing two 200-level (or above) courses with a grade of "B" or better. No graduate credit will be awarded for language courses. International students, whose mother language is not English, can use their mother language to fulfill the language proficiency requirement. The language requirement must be completed before taking the comprehensive exams. The language examination, when needed, will be administered during the first Monday in May and December of each year. In special situations, an alternative date can be arranged. Students may sign up for the examination by emailing the program coordinator no later than two weeks prior to it. It will require students to translate a short text, between one and two pages long. The text will be from a source related to the international relations field, such as a journal article. The exam will be graded on a simple pass/fail system. The language exam may be retaken until passed.

Comprehensive Examination

Upon completion of language requirement and the coursework (students register for INR-670 Comprehensive Exam. Students will be required to pass a comprehensive written examination. They will be required to answer two out of three general questions from two different areas of study covered by the curriculum. The two areas will be chosen by the students. Students will have four hours to complete the two questions. Comprehensive examinations will be administered through teleconference. They will require students to be familiar with the area studies literature, be analytical, comparative, critical, and insightful. Students who fail the exam may be allowed to repeat it one time only. Second time failure will result in the student's termination from the Ph.D. program. Comprehensive examinations will be graded by either High Distinction, Distinction, Pass or Fail.

There will be two specific dates the comprehensives can be taken each year: the last Thursday-Friday in May, and the second Monday-Tuesday in December. Students may sign up to take the exam, and also declare the two areas of study, by emailing their intention to the program coordinator no later than two weeks prior to the exam date (in special situations, an alternative date can be arranged).

Dissertation

Upon the successful completion of the comprehensive examination, students will move to the dissertation-writing phase. This phase of the program will expose students to the systematic, in-depth, and detailed study of their preferred area in order to generate original, publication-ready research. The process starts with INR-690, which is a manual on how to think, plan, develop, and complete the dissertation. By the time of enrolling in INR-690, Ph.D. candidates should have secured a first reader from the list of faculty teaching in the Program. The student and the first reader will discuss possible dissertation topics and focus on a specific one. Once the topic is decided, the Ph.D. candidate and the first reader will discuss possible second readers and settle on a second reader. The first task of the work will be to prepare and defend a dissertation prospectus. The prospectus will be developed in INR-690. Typically, the focus of the dissertation will be in one of the area studies included in the curriculum.

The Dissertation Committee will be composed of three members: the two readers and another member of the faculty of the Political Science and International Relations Department or a member of another department or academic institution. The Ph.D. candidate, in consultation with the first and second reader, is responsible for securing the outside member of the Dissertation Committee. Candidates should only consider defending if readers recommend it and the program director concurs. The successful defense of the prospectus in INR-690 denotes the elevation of the candidate to the A.B.D status.

Ph.D. Candidates who are A.B.D. and finished with classwork and start work on their dissertation enroll for a three-credit research course at a fixed fee. This course is offered in fall and spring terms and is repeated as long as necessary until the student is approved by the program director to defend their dissertation. Students who have become Ph.D. candidates are required to make progress in their dissertation consistent with the timeline developed in their dissertation proposal. Failure to demonstrate progress will result in failing INR-695 and be subsequently placed on

academic probation. A successive academic probation may result in the dismissal from the program.

A typical dissertation will be at least 200 pages and should definitely be undertaken with the intention of making it an original contribution to the international relations field. It should be publication-ready, and its substance should not be covered by existing literature unless it fundamentally questions existing literature. The dissertation process will end with the successful defense of the work before the Dissertation Committee.

Dissertations will be graded on a pass/fail scale where pass denotes the grade of "A" and fail the grade of "F."

Students must complete the program in no more than seven years after matriculation.

Degree Plan for Ph.D. in International Relations

Required Courses

Course	Title	Credits
First Year		
Fall		
INR-675	Quantitative Methods (Also offered in Summer)	3
INR Elective		3
	Credits	**6**
Spring		
INR Electives		6
	Credits	**6**
Summer		
INR Electives		6
	Credits	**6**
Second Year		
Fall		
INR Electives		6
	Credits	**6**
Spring		
INR Electives		6
	Credits	**6**
Summer		
INR Elective		3
INR-670	Comprehensive Exam	0
	Credits	**3**
Third Year		
Fall		
INR-690	Dissertation Proposal and Research [1]	3
	Credits	**3**
Spring		
INR-695	Dissertation Research and Writing [1]	3
	Credits	**3**
Fourth Year		
Fall		
INR-695	Dissertation Research and Writing	3
	Credits	**3**
Spring		
INR-698	Dissertation I	6
	Credits	**6**

Fifth Year		
Fall		
INR-699	Dissertation II	6
	Credits	**6**
	Total Credits	**54**

[1] INR-695 Dissertation Research and Writing is repeated as long as necessary until approved to register for INR-698 Dissertation I; INR-695 is offered in Fall and Spring terms.

Electives

Students choose 10 courses from the list of courses below for a total of 30 credits.

Fall Courses

Code	Title	Credits
INR-623	Chinese Politics	3
INR-652	South Asia in World Affairs	3
INR-662	Europe in World Affairs	3
INR-672	Africa in World Affairs	3

Spring Courses

Code	Title	Credits
INR-612	Chinese Foreign Policy	3
INR-613	The Korean Peninsula and Japan	3
INR-622	Russian Foreign Policy	3
INR-653	Latin America in World Affairs	3

Summer Courses

Code	Title	Credits
INR-602	American Foreign Policy	3
INR-603	American Foreign Policy Decision Making	3
INR-633	Comparative Politics of Russia	3
INR-643	The Middle East in World Affairs	3

International Relations Master of Arts (M.A.)

Student must complete the following core curriculum of ten courses (30 credits) and select two electives for the master's degree in international relations. Please consult with the program director for advice regarding the sequence in which courses should be taken.

Code	Title	Credits
Curriculum		
INR-508	Writing Strategies for Academic Success	3
INR-511	Philosophical Foundations of Politics	3
INR-512	Justice and Order in International Relations	3
INR-513	Comparative Political Development	3
INR-516	Identity, Harmony, and Conflict	3
INR-531	Just and Unjust Wars	3
INR-533	International Political Economy	3
INR-542	Dispute and Conflict Resolution	3
INR-571	International Human Rights	3
INR-572	Complex Humanitarian Emergencies: Prevention and Responses	3

Electives		**6**
INR-522	Integration and Globalization Politics	
INR-552	Terrorism & Transnational Crime	
INR-562	International Organizations and Law	
INR-590	Thesis	
INR-591	Independent Study	
INR-592	Topical and Regional Issues in International Relations	
INR-593	Topical and Regional Issues in Comparative Politics	
INR-598	Internship	
Total Credits		**36**

Degree Plan for M.A in International Relations

Please consult with the program director for advice regarding the sequence in which courses should be taken.

Fall Courses

Code	Title	Credits
INR-516	Identity, Harmony, and Conflict	3
INR-531	Just and Unjust Wars	3
INR-533	International Political Economy	3
INR-552	Terrorism & Transnational Crime	3
INR-571	International Human Rights	3

Spring Courses

Code	Title	Credits
INR-508	Writing Strategies for Academic Success	3
INR-512	Justice and Order in International Relations	3
INR-522	Integration and Globalization Politics	3
INR-572	Complex Humanitarian Emergencies: Prevention and Responses	3

Summer Courses

Code	Title	Credits
INR-511	Philosophical Foundations of Politics	3
INR-513	Comparative Political Development	3
INR-542	Dispute and Conflict Resolution	3
INR-562	International Organizations and Law	3

Nursing

Department Chair:
Dr. Elizabeth Bloom
(401) 341-2475

Assistant Chair:
Dr. Terri Legare
(401) 341-2382

Associate Chair of Graduate Nursing Program:
Dr. Sharon L. Stager, DNP, APRN, FNP-BC
(401) 341-3297

The baccalaureate degree program in nursing, master's degree program in nursing and Doctor of Nursing Practice program at Salve Regina University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Accredited by the New England Commission of Higher Education (NECHE).

About the Program

The Graduate Nursing Program is designed for nurses to continue studies within their profession to seek advanced practice and/or an advanced degree in nursing. There are numerous programs to obtain a degree; Master of Science of Nursing with a Family Nurse Practitioner concentration, Master of Science of Nursing with a Psychiatric Mental Health Nurse Practitioner concentration and Post-Master's Doctorate in Nursing Practice (DNP). There are numerous Post Master's Certifications to expand advanced nursing certifications including Post Master's Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner. All graduates are prepared to sit for national certification examinations.

The DNP curriculum focuses on an Organizational and Systems Leadership perspective embedded in evidence-based practice, quality improvement and systems thinking, and leadership. Graduates may seek leadership roles as advanced practice nurses, managers of quality initiatives, executives in health care organizations, directors of clinical programs and faculty responsible for clinical program delivery and clinical teaching.

Programs

- Master of Science of Nursing with a Family Nurse Practitioner concentration
- Master of Science of Nursing with a Psychiatric Mental Health Nurse Practitioner concentration
- Post- Master's Family Nurse Practitioner concentration
- Post- Master's Psychiatric Mental Health Nurse Practitioner
- Post- Master's Doctorate in Nursing Practice

Diversity, Equity and Inclusion Mission Statement

Salve Regina University strives to cultivate belonging values through diversity, equity and inclusion in order to foster a welcoming culture for our staff, faculty and students, as well as the wider community.

Advising

Academic advising in the Graduate Nursing program is conducted by the Associate Chair and Program Coordinators. The Chair of the Nursing department supports the Associate Chair, as needed. Students are eligible for full admission into the MSN with FNP concentration program when they successfully complete advanced pathophysiology, advanced physical assessment and advanced pharmacology.

Nursing Liability Insurance

Nursing Liability Insurance is required prior to initiating clinical practice providing patient care within the nursing program. The university has a supplemental insurance to all nursing students.

Program Requirements

Students must meet the admission, progression, and graduation requirements of the University Graduate Catalog. No more than 9 transfer

credits can be applied to program requirements. All transfer credits need to be approved by the Associate Chair. The minimum acceptable grade is B- or greater. If a student earns less than a B- within a course, the student will be required to retake the course. A required course may be repeated once. If the student is not successful in earning a B- or greater, the student will be disenrolled from the program.

Policy for Readmission

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

Prerequisite Courses

Students must have successfully completed a course in statistics from an accredited university.

Master of Science Nursing with a FNP concentration
Student Learning Outcomes

At the completion of the program, students will be able to:

1. Prepare for independent practice as an advanced care provider embodying the tenets of nursing and practice to the highest level of licensure. The advanced practice nurse provides safe, holistic, innovative, and comprehensive care across the lifespan using evidence, scientific knowledge, and science-based theory.
2. Demonstrate leadership skills through the assessment of patient's bio-physical, emotional, behavioral, and social determinants impacting health and engaging in the improvement of healthcare outcomes. Engaging in collaborative communication with patients, caregivers, communities, and other healthcare professionals and leaders.
3. Analyzing, evaluating, and integrating quality improvement, evidence-based research, evidenced-based quality patient care, informatics, and healthcare technologies to enhance interprofessional communication and resources for quality care delivery.
4. Evaluate, interpret, and integrate healthcare policies to deliver care as an advocate for health to provide safe, effective, ethical, equitable, and holistic care.
5. Employ health promotion, education, resilience and self-care strategies for patients, healthcare providers and ones' self through the integration of technology, science based resources and community services.

(Source: 2022 Update)

Master of Science Nursing with a PMHNP concentration
Student Learning Outcomes

At the completion of the program, students will be able to:

1. Prepare for independent practice as an advanced care provider embodying the tenets of nursing and practice to the highest level of licensure. The advanced practice nurse provides safe, holistic, innovative, and comprehensive care across the lifespan using evidence, scientific knowledge, and science-based theory.
2. Demonstrate leadership skills through the assessment of patient's bio-physical, emotional, behavioral, and social determinants impacting health and engaging in the improvement of healthcare outcomes. Engaging in collaborative communication with patients, caregivers, communities, and other healthcare professionals and leaders.
3. Analyzing, evaluating, and integrating quality improvement, evidence-based research, evidenced-based quality patient care, informatics, and healthcare technologies to enhance interprofessional communication and resources for quality care delivery.
4. Evaluate, interpret, and integrate healthcare policies to deliver care as an advocate for health to provide safe, effective, ethical, equitable, and holistic care.
5. Employ health promotion, education, resilience and self-care strategies for patients, healthcare providers and ones' self through the integration of technology, science based resources and community services.

Post Master's Certificate - Family Nurse Practitioner
Student Learning Outcomes

1. Prepare for independent practice as an advanced care provider embodying the tenets of nursing and practice to the highest level of licensure. The advanced practice nurse provides safe, holistic, innovative, and comprehensive care across the lifespan using evidence, scientific knowledge, and science-based theory.
2. Demonstrate leadership skills through the assessment of patient's bio-physical, emotional, behavioral, and social determinants impacting health and engaging in the improvement of healthcare outcomes. Engaging in collaborative communication with patients, caregivers, communities, and other healthcare professionals and leaders.
3. Analyzing, evaluating, and integrating quality improvement, evidence-based research, evidenced-based quality patient care, informatics, and healthcare technologies to enhance interprofessional communication and resources for quality care delivery.
4. Evaluate, interpret, and integrate healthcare policies to deliver care as an advocate for health to provide safe, effective, ethical, equitable, and holistic care.
5. Employ health promotion, education, resilience and self-care strategies for patients, healthcare providers and ones' self through the integration of technology, science based resources and community services.

(Source: 2023 Update)

Post Master's Certificate - Psychiatric Mental Health Nurse Practitioner Student Learning Outcomes

1. Prepare for independent practice as an advanced care provider embodying the tenets of nursing and practice to the highest level of licensure. The advanced practice nurse provides safe, holistic, innovative, and comprehensive care across the lifespan using evidence, scientific knowledge, and science-based theory.

2. Demonstrate leadership skills through the assessment of patient's bio-physical, emotional, behavioral, and social determinants impacting health and engaging in the improvement of healthcare outcomes. Engaging in collaborative communication with patients, caregivers, communities, and other healthcare professionals and leaders.

3. Analyzing, evaluating, and integrating quality improvement, evidence-based research, evidenced-based quality patient care, informatics, and healthcare technologies to enhance interprofessional communication and resources for quality care delivery.

4. Evaluate, interpret, and integrate healthcare policies to deliver care as an advocate for health to provide safe, effective, ethical, equitable, and holistic care.

5. Employ health promotion, education, resilience and self-care strategies for patients, healthcare providers and ones' self through the integration of technology, science based resources and community services.

(Source: 2023 Update)

Post-MSN Doctorate of Nursing Practice Student Learning Outcomes

At the completion of the program, students will be able to:

1. Applying critical thinking, and collaborative, interprofessional communication utilizing evidenced based resources to evaluate, improve, address, and transform health care across all populations and organizational systems.

2. Using a systematic process through theoretical and evidence-based strategies to provide solutions in healthcare. Evaluate, facilitate, and transform processes and policies to ensure quality, cost-efficient, equitable and innovative solutions including technological advancements to improve global health while upholding cultural, ethical, and diverse aspects of healthcare.

3. Engaging in advocacy and policy formation as a change agent and a transformational leader, the student will critically analyze health care policies to promote, collaborate and improve healthcare outcomes while addressing the social determinants of care and the diverse needs of individuals, organizations, and communities in which we serve.

4. Engagement in global networking to provide servant leadership within the nursing profession and healthcare communities as a transformational leader embodying the Sisters' of Mercy mission to encourage a world that is harmonious, just and merciful. Remaining entrenched as a life-long learner to uphold the highest level of nursing practice.

(Source: 2022 Update)

Master's

- Nursing (M.S.) with a FNP concentration (p. 71)
- Nursing (M.S.) with a Psychiatric Mental Health Nurse Practitioner Concentration (p. 72)

Certificates

- Post-MSN Certificate - Family Nurse Practitioner (p. 73)
- Post-MSN Certificate Psychiatric Mental Health Nurse Practitioner (p. 74)

Doctorates

- Post-MSN Doctorate of Nursing Practice (p. 75)

NUR-503: Advanced Physiology and Pathophysiology (3 Credits)
System-focused content addresses the normal physiologic and pathologic mechanisms of disease that serve as the foundation for advanced clinical assessment, decision-making, and management. Physiologic changes are compared and contrasted over the life span; and developmental physiology, normal etiology, pathogenesis, and clinical manifestations that are commonly found are addressed.

NUR-505: Foundations of the Advanced Practice Nurse (3 Credits)
Seminar focusing on leadership concepts and professional values as they apply to the advanced practice nurse in a variety of settings at all levels of prevention. This course provides an integration of science-based theory and concepts with an emphasis on role transition and synthesis. Professional issues, collaboration, scope of practice, and advocacy are emphasized.

NUR-511: Global Influences in the Advanced Management of Care (3 Credits)
Global influences are changing advanced nursing health care practice. The course will explore health care policies, regulations, political and legal influences and ethical aspects to provide quality care. Genetics and genomics are expanding and influencing the management of care. Exploring the impact of these influences of care in relation to the role of the advanced practice nurse today and in the future.

NUR-512: Advanced Health Assessment (3 Credits)
Advanced health assessment and diagnostic reasoning focuses on assessment of health status of individuals and families throughout the lifespan addressing cultural and developmental variations. Diagnostic reasoning is emphasized as the decision- making process which differentiates normal from abnormal health states.

NUR-514: Advanced Healthcare Informatics (3 Credits)
This course focuses on application and innovation related to the collection, development, organization, analysis, and dissemination of information and technology in an interdisciplinary health care environment. Students are introduced to the role of the healthcare informaticist, healthcare information systems and the information system life cycle, the electronic health record (EHR), telemedicine, clinical decision-making tools, and other technology useful for enhancing healthcare delivery and patient safety.

NUR-520: Research for Evidence-Based Practice (3 Credits)
This course focuses on the study of scientific research as applied to advanced practice nursing. Emphasis is placed on the role of the advanced practice nurse in research formulation and utilization.

NUR-534: Advanced Care for the Maternal and Family Unit (3 Credits)
Pre-requisite(s): NUR-503 and NUR-512 are required.
Advanced Care within Maternal and Family Unit will delve into the complex assessment and management of the pregnant female, fetus and family unit. Family dynamics and theoretical assessments will be explored. The diverse care of the maternal-fetal unit will be examined to provide holistic management of care incorporating pharmacologic management of health care issues.

NUR-535: Pharmacologic Principles for Advanced Practice Nursing (3 Credits)
Pre-requisite(s): NUR-503 is required.
The study of pharmacologic principles and nursing prescriptive authority for the management of common and complex problems is the focus of this class.

NUR-536: Advanced Care of the Pediatric Patient (3 Credits)
Pre-requisite(s): NUR-503 and NUR-512 are required.
Advanced Care within Pediatrics delves into the complex development, stages and assessments in the management of the pediatric patient. Family dynamics and theoretical assessments will be explored while focusing on the impact to the child. The stages of growth and development impacting advanced practice will be explored. Prescribing and dosing of pharmacological substances will be discussed to understand the impact for the holistic management of care on the pediatric patient. In this course students identify advanced skills to assess, diagnose and manage pediatric health conditions, prevention of chronic diseases, and provide health promotion for the pediatric patient and family unit.

NUR-540: Application of the Advanced Practice Nurse Role I (3 Credits)
Pre-requisite(s): NUR-503, NUR-505, NUR-512 and NUR-535 are required.
This clinical course facilitates implementation of the role of the advanced practice nurse. In consultation with faculty, students select an area of clinical practice and implement advanced clinical decision-making in the provision of evidence-based nursing care with an emphasis on health and wellness. 130 Clinical Hours.
Offering Term(s): Spring Only

NUR-550: Advanced Practice Care I (3 Credits)
Pre-requisite(s): NUR-503, NUR-512 and NUR-535 are required.
This course concentrates on the role of the advanced practice nurse in the coordination and management of common health conditions for persons across the life span. Focus is on the assessment, diagnosis, clinical management, and education of persons within primary care settings.

NUR-552: Advanced Practice Care II (3 Credits)
Pre-requisite(s): NUR-550 is required.
This course focuses on the role of the advanced practice nurse in the coordination and management of complex health conditions and restoration of health for persons across the lifespan. The emphasis is on the assessment, diagnosis, management, and education of persons within primary care settings.

NUR-555: Application of the Advanced Practice Nurse Role II (6 Credits)
Pre-requisite(s): NUR-536, NUR-540, NUR-550 and NUR-552 are required.
This clinical course facilitates implementation of the role of the advanced practice nurse. In consultation with faculty, students select an area of clinical practice and implement advanced clinical decision-making in the provision of evidence-based nursing care with an emphasis on common health conditions in primary care settings. 250 Clinical Hours.

NUR-565: Application of the Advanced Practical Nurse Role III (6 Credits)
Pre-requisite(s): NUR-536, NUR-540, NUR-550, NUR-552, NUR-555 are required.
This course continues the focus on the clinical development of the advanced practice nurse. The emphasis is on the implementation of interdisciplinary care for complex health conditions in primary care settings. 250 Clinical Hours.

NUR-615: Ethical Issues in Advanced Practice Nursing (3 Credits)
This course examines ethical issues in advanced practice nursing. The theoretical underpinnings of ethical decision making are discussed. The responsibilities of the advanced practice nurse as a patient advocate are analyzed. 75 direct experiential supervised hours.

NUR-620: Epidemiology (3 Credits)
Pre-requisite(s): NUR-652 and NUR-665 are required.
This course focuses on the application of the principles of epidemiology to the planning, implementing, and evaluating of population-based health care services. The course emphasis is on the use of epidemiological and biostatistical methods of reasoning to draw inferences about strategies at all levels of prevention. 50 direct experiential supervised hours

NUR-625: Organizational and Systems Leadership in Healthcare (3 Credits)
Pre-requisite(s): NUR-652 and NUR-665 are required.
This course explores critical topics in organizational and systems leadership that emphasize collaboration and communication strategies to move interdisciplinary groups toward common goals and objectives. Students will examine professional relationships within health care systems and identify strategies to positively influence health care quality and ensure patient safety. 75 direct experiential supervised hours.

NUR-633: Business and Legal Aspects of Advanced Practice Nursing (3 Credits)
Pre-requisite(s): NUR-615, NUR-652, and NUR-665 are required.
Business and legal aspects relevant to establishing and maintaining an advanced nursing practice are critically analyzed. Aspects such as consulting, contracting, budgeting, profit analysis, billing, and reimbursement practices are discussed. 50 direct experiential supervised hours.

NUR-645: Advanced Nursing Research Methods (3 Credits)
Pre-requisite(s): NUR-615, NUR-620, NUR-652, and NUR-665 are required.
Students explore various research techniques and methods to develop an advanced practice research project and apply the results to encourage knowledge through intensive analysis of existing research and current researched findings. The course includes preparation of appropriate research questions, literature review, qualitative and quantitative approaches to advance practice research, research designs, and threats to internal and external validity. Students identify a population to accurately sample, conduct data collection, and adhere to ethical considerations of research with the goal of enhancing outcomes and practice change. 50 direct experiential supervised hours.

NUR-652: Foundation of Scholarly Work (3 Credits)

This course is an introductory course to prepare, develop and disseminate academic writing. Academic writing is different from other forms of writing. Scholarly writing allows for the demonstration of scholarship in a specific domain like nursing. Writing and scholarship impacts advancements in teaching, research, and practice. The course will reinforce composition and writing skills for academic purposes. Students utilize citations and references to assure that their work reflects a larger body of literature on the topic of interest. The course encourages written communication of ideas to inform and persuade a reader on the topic. The student will use the approved format to support their position and learn how to avoid plagiarism.

NUR-658: Health Policy and Population Health (3 Credits)

Pre-requisite(s): NUR-615, NUR-620, NUR-652, and NUR-665 are required.

This course will examine the theoretical foundation and frameworks for examining health policy including health promotion, population health, health equity and the implementation of community-based interventions. Utilization of current U.S. and global data will be examined to improve outcomes. U.S. health policies and the role of APRNs in analyzing and creating health policy will be examined. Additionally, this course provides an evidence-based approached to the analysis of the healthcare policy making process, the effect of policy on healthcare and broader social policy, the influence of political and economic forces on healthcare policy, and the necessity of health service organizations to engage in strategic governmental relations to empower community action. Direct Supervised Hours 75.

NUR-662: Health Care Management and Care Systems (3 Credits)

Pre-requisite(s): NUR-615, NUR-620, NUR-633, NUR-652, and NUR-665 are required.

This course analyzes how health care is organized, delivered and financed in the United States. It provides a comprehensive systems thinking approach tracing the economic, cultural, and social contexts to deliver high-quality care. This course will examine the evidence-based practices of distribution and access to medical and other services, the roles of public and private insurance and healthcare benefits, licensure and accreditation, quality, and reimbursement. Investigation of the role of the advance nurse leader and the leaders' ability to improve outcomes within the areas of access to healthcare, federal healthcare and legislative programs and trends in healthcare delivery is explored and examined. Direct Supervised Hours 50 .

NUR-665: Biostatistics (3 Credits)

Biostatistics explores the rigorous transformation of knowledge gathering into measurable data to improve healthcare outcomes. This course will build upon basic statistics and develop new knowledge to explain and decipher data within healthcare. The application and interpretation of statistical and epidemiological techniques appropriate to health research and science will be implemented. This course will prepare students to think quantitatively, assess data critically and interpret qualitative data. The student will examine principles of statistical inference and the application to the analysis and interpretation for answering practice questions.

NUR-670: Quality Improvement, Initiatives and Safety in Advanced Nursing (3 Credits)

Pre-requisite(s): NUR-615, NUR-620, NUR-633, NUR-652 and NUR-665 are required.

This course explores the theoretical foundations and application of quality improvement methods, tools and strategies needed to increase organizational effectiveness. Measurement and accountability in health care delivery systems through the examination and analysis of data, structures, processes, and outcomes will be emphasized. Evidence-based science of quality improvement and interprofessional patient safety across various healthcare settings will be explored while focusing on contemporary issues in healthcare professions. This course will prepare students to lead and practice in organizations that advance high reliability principles, patient safety, inter-professional teamwork, and continuous learning to improve outcomes. Direct Supervised Hours 75.

NUR-672: DNP Practice Experiential Hours I (6 Credits)

Pre-requisite(s): NUR-652 and NUR-665 are required.

The Doctor of Nursing Practice Experiential Hour I course offers the Post-MSN student requiring 250 experiential hours to work collaboratively with a leader in healthcare. The student will select an area of health care to work with an advanced practitioner to focus on organizational systems and leadership qualities. In consultation with faculty, the student will identify individualized learning outcomes to support the understanding of impacts on patient care outcomes.

NUR-674: DNP Practice Experiential Hours II (6 Credits)

Pre-requisite(s): NUR-652 and NUR-665 are required.

The Doctor of Nursing Practice Experiential Hour II course offers the Post-MSN student requiring an additional 250 experiential hours, above the Doctor of Nursing Practice Experiential Hours I to work collaboratively with a leader in healthcare. The student will select an area of health care to work with an advanced practitioner to focus on organizational systems and leadership qualities. In consultation with faculty, the student will identify individualized learning outcomes to support the understanding of impacts on patient care outcomes.

Nursing (M.S.) with a FNP concentration

The MSN student completes 48 credits and a minimum of 750 hours of direct, supervised clinical hours across the lifespan. The MSN with a FNP concentration prepares the student to sit for the national Family Nurse Practitioner (FNP) examination.

The curriculum prepares the student to achieve the following outcomes:

1. Prepare for independent practice as an advanced care provider embodying the tenets of nursing and practice to the highest level of licensure. The advanced practice nurse provides safe, holistic, innovative, and comprehensive care across the lifespan using evidence, scientific knowledge, and science-based theory.

2. Demonstrate leadership skills through the assessment of patient's bio-physical, emotional, behavioral, and social determinants impacting health and engaging in the improvement of healthcare outcomes. Engaging in collaborative communication with patients, caregivers, communities, and other healthcare professionals and leaders.

3. Analyze, evaluate, and integrate quality improvement, evidence-based research, evidenced-based quality patient care, informatics, and healthcare technologies to enhance interprofessional communication and resources for quality care delivery.

4. Evaluate, interpret, and integrate healthcare policies to deliver care as an advocate for health to provide safe, effective, ethical, equitable, and holistic care.

5. Employ health promotion, education, resilience, and self-care strategies for patients, healthcare providers, and ones' self through the integration of technology, science-based resources, and community services.

All students must complete the curriculum as follows:

Code	Title	Credits
NUR-503	Advanced Physiology and Pathophysiology	3
NUR-505	Foundations of the Advanced Practice Nurse	3
NUR-511	Global Influences in the Advanced Management of Care	3
NUR-512	Advanced Health Assessment	3
NUR-514	Advanced Healthcare Informatics	3
NUR-520	Research for Evidence-Based Practice	3
NUR-534	Advanced Care for the Maternal and Family Unit	3
NUR-535	Pharmacologic Principles for Advanced Practice Nursing	3
NUR-536	Advanced Care of the Pediatric Patient	3
NUR-540	Application of the Advanced Practice Nurse Role I	3
NUR-550	Advanced Practice Care I	3
NUR-552	Advanced Practice Care II	3
NUR-555	Application of the Advanced Practice Nurse Role II	6
NUR-565	Application of the Advanced Practical Nurse Role III	6
Total Credits		**48**

The minimum acceptable grade is B- or greater. If a student earns less than a B- within a course, the student will be required to retake the course. A required course may be repeated once. If the student is not successful in earning a B- or greater, the student will be disenrolled from the program.

Degree Plan for M.S. in Nursing

Course	Title	Credits
First Year		
Fall		
NUR-503	Advanced Physiology and Pathophysiology	3
NUR-505	Foundations of the Advanced Practice Nurse	3
	Credits	**6**
Spring		
NUR-512	Advanced Health Assessment	3
NUR-520	Research for Evidence-Based Practice	3
	Credits	**6**
Summer		
NUR-511	Global Influences in the Advanced Management of Care	3
NUR-514	Advanced Healthcare Informatics	3
	Credits	**6**
Second Year		
Fall		
NUR-535	Pharmacologic Principles for Advanced Practice Nursing	3
NUR-550	Advanced Practice Care I	3
	Credits	**6**

Course	Title	Credits
Spring		
NUR-540	Application of the Advanced Practice Nurse Role I	3
NUR-552	Advanced Practice Care II	3
	Credits	**6**
Summer		
NUR-534	Advanced Care for the Maternal and Family Unit	3
NUR-536	Advanced Care of the Pediatric Patient	3
	Credits	**6**
Third Year		
Fall		
NUR-555	Application of the Advanced Practice Nurse Role II	6
	Credits	**6**
Spring		
NUR-565	Application of the Advanced Practical Nurse Role III	6
	Credits	**6**
	Total Credits	**48**

Nursing (M.S.) with a Psychiatric Mental Health Nurse Practitioner Concentration

The MSN student completes 51 credits and a minimum of 750 hours of direct, supervised clinical hours with the majority within psychiatric mental health community partners (630 hours). The MSN with a PMHNP concentration prepares the student to sit for the national Psychiatric Mental Health Nurse Practitioner (PMHNP) examination. The curriculum prepares the student to achieve the following outcomes:

1. Prepare for independent practice as an advanced care provider embodying the tenets of nursing and practice to the highest level of licensure. The advanced practice nurse provides safe, holistic, innovative, and comprehensive care across the lifespan using evidence, scientific knowledge, and science-based theory.

2. Demonstrate leadership skills through the assessment of patient's bio-physical, emotional, behavioral, and social determinants impacting health and engaging in the improvement of healthcare outcomes. Engaging in collaborative communication with patients, caregivers, communities, and other healthcare professionals and leaders.

3. Analyzing, evaluating, and integrating quality improvement, evidence-based research, evidenced-based quality patient care, informatics, and healthcare technologies to enhance interprofessional communication and resources for quality care delivery.

4. Evaluate, interpret, and integrate healthcare policies to deliver care as an advocate for health to provide safe, effective, ethical, equitable, and holistic care.

5. Employ health promotion, education, resilience and self-care strategies for patients, healthcare providers and ones' self through the integration of technology, science based resources and community services.

The course sequence is as follows :

Code	Title	Credits
NUR-503	Advanced Physiology and Pathophysiology	3
NUR-505	Foundations of the Advanced Practice Nurse	3

Course	Title	Credits
NUR-511	Global Influences in the Advanced Management of Care	3
NUR-512	Advanced Health Assessment	3
NUR-514	Advanced Healthcare Informatics	3
NUR-520	Research for Evidence-Based Practice	3
NUR-535	Pharmacologic Principles for Advanced Practice Nursing	3
NUR-542	Advanced Psychopharmacology Across the Lifespan	3
NUR-546	Psychiatric Mental Health NP I: Assessment, Diagnostics, Evaluation & Psychotherapies	3
NUR-554	Advanced Leadership in Healthcare	3
NUR-558	Psychiatric Mental Health NP II: Psychogenomics, Psycho-Pharmaco- Management and Counseling	3
NUR-568	Psychiatric Mental Health NP Ill: Mental Health Across the Lifespan	3
NUR-570	Psychiatric Mental Health Nurse Practitioner Clinical I	3
NUR-575	Psychiatric Mental Health Nurse Practitioner Clinical II	6
NUR-580	Psychiatric Mental Health Nurse Practitioner Clinical III	6
Total Credits		**51**

At completion of 51 credits, the student is prepared to sit for the national certification examination for Psychiatric Mental Health Nurse Practitioners.

The minimum acceptable grade is B- or greater. If a student earns less than a B- within a course, the student will be required to retake the course. A required course may be repeated once. If the student is not successful in earning a B- or greater, the student will be disenrolled from the program.

Course	Title	Credits
First Year		
Fall		
NUR-503	Advanced Physiology and Pathophysiology	3
NUR-505	Foundations of the Advanced Practice Nurse	3
NUR-511	Global Influences in the Advanced Management of Care	3
	Credits	**9**
Spring		
NUR-514	Advanced Healthcare Informatics	3
NUR-520	Research for Evidence-Based Practice	3
NUR-535	Pharmacologic Principles for Advanced Practice Nursing	3
	Credits	**9**
Summer		
NUR-542	Advanced Psychopharmacology Across the Lifespan	3
NUR-554	Advanced Leadership in Healthcare	3
	Credits	**6**
Second Year		
Fall		
NUR-546	Psychiatric Mental Health NP I: Assessment, Diagnostics, Evaluation & Psychotherapies	3
NUR-512	Advanced Health Assessment	3
	Credits	**6**
Spring		
NUR-558	Psychiatric Mental Health NP II: Psychogenomics, Psycho-Pharmaco- Management and Counseling	3
	Credits	**3**
Summer		
NUR-568	Psychiatric Mental Health NP Ill: Mental Health Across the Lifespan	3
NUR-570	Psychiatric Mental Health Nurse Practitioner Clinical I	3
	Credits	**6**
Third Year		
Fall		
NUR-575	Psychiatric Mental Health Nurse Practitioner Clinical II	6
	Credits	**6**
Spring		
NUR-580	Psychiatric Mental Health Nurse Practitioner Clinical III	6
	Credits	**6**
	Total Credits	**51**

Post-MSN Certificate - Family Nurse Practitioner

Salve's Graduate Nursing program offers a Post-Graduate FNP certificate to provide nurses with a current master's degree to obtain a FNP certificate and sit for national certification.

The curriculum prepares the student to achieve the following outcomes:

1. Prepare for independent practice as an advanced care provider embodying the tenets of nursing and practice to the highest level of licensure. The advanced practice nurse provides safe, holistic, innovative, and comprehensive care across the lifespan using evidence, scientific knowledge, and science-based theory.
2. Demonstrate leadership skills through the assessment of patient's bio-physical, emotional, behavioral, and social determinants impacting health and engaging in the improvement of healthcare outcomes. Engaging in collaborative communication with patients, caregivers, communities, and other healthcare professionals and leaders.
3. Analyzing, evaluating, and integrating quality improvement, evidence-based research, evidenced-based quality patient care, informatics, and healthcare technologies to enhance interprofessional communication and resources for quality care delivery.
4. Evaluate, interpret, and integrate healthcare policies to deliver care as an advocate for health to provide safe, effective, ethical, equitable, and holistic care.
5. Employ health promotion, education, resilience and self-care strategies for patients, healthcare providers and ones' self through the integration of technology, science based resources and community services.

All students must complete the curriculum as follows:

Code	Title	Credits
NUR-503	Advanced Physiology and Pathophysiology	3
NUR-505	Foundations of the Advanced Practice Nurse	3
NUR-512	Advanced Health Assessment	3
NUR-534	Advanced Care for the Maternal and Family Unit	3
NUR-535	Pharmacologic Principles for Advanced Practice Nursing	3

NUR-536	Advanced Care of the Pediatric Patient	3
NUR-540	Application of the Advanced Practice Nurse Role I	3
NUR-550	Advanced Practice Care I	3
NUR-552	Advanced Practice Care II	3
NUR-555	Application of the Advanced Practice Nurse Role II	6
NUR-565	Application of the Advanced Practical Nurse Role III	6
Total Credits		**39**

Degree Plan for Post-MSN Certificate Family Nurse Practitioner

Course	Title	Credits
First Year		
Fall		
NUR-503	Advanced Physiology and Pathophysiology	3
NUR-505	Foundations of the Advanced Practice Nurse	3
	Credits	**6**
Spring		
NUR-512	Advanced Health Assessment	3
NUR-535	Pharmacologic Principles for Advanced Practice Nursing	3
	Credits	**6**
Summer		
NUR-534	Advanced Care for the Maternal and Family Unit	3
NUR-536	Advanced Care of the Pediatric Patient	3
NUR-550	Advanced Practice Care I	3
	Credits	**9**
Second Year		
Fall		
NUR-540	Application of the Advanced Practice Nurse Role I	3
NUR-552	Advanced Practice Care II	3
	Credits	**6**
Spring		
NUR-555	Application of the Advanced Practice Nurse Role II	6
	Credits	**6**
Summer		
NUR-565	Application of the Advanced Practical Nurse Role III	6
	Credits	**6**
	Total Credits	**39**

Post-MSN Certificate Psychiatric Mental Health Nurse Practitioner

The Post-Graduate Psychiatric Mental Health Nurse Practitioner (PMHNP) student completes 30 credits and a minimum of 750 hours of direct, supervised clinical hours across the lifespan. The Post Graduate PNHNP concentration prepares the student to sit for the national Psychiatric Mental Health Nurse Practitioner examination. The minimum acceptable grade is B- or greater. If a student earns less than a B- within a course, the student will be required to retake the course. A required course may be repeated once. If the student is not successful in earning a B or greater, the student will be disenrolled from the program.

The curriculum prepares the student for the following objectives.

1. Prepare for independent practice as an advanced care provider embodying the tenets of nursing and practice to the highest level of licensure. The advanced practice nurse provides safe, holistic, innovative, and comprehensive care across the lifespan using evidence, scientific knowledge, and science-based theory.

2. Demonstrate leadership skills through the assessment of patient's bio-physical, emotional, behavioral, and social determinants impacting health and engaging in the improvement of healthcare outcomes. Engaging in collaborative communication with patients, caregivers, communities, and other healthcare professionals and leaders.

3. Analyzing, evaluating, and integrating quality improvement, evidence-based research, evidenced-based quality patient care, informatics, and healthcare technologies to enhance interprofessional communication and resources for quality care delivery.

4. Evaluate, interpret, and integrate healthcare policies to deliver care as an advocate for health to provide safe, effective, ethical, equitable, and holistic care.

5. Employ health promotion, education, resilience and self-care strategies for patients, healthcare providers and ones' self through the integration of technology, science based resources and community services.

All students must complete the curriculum as follows:

Code	Title	Credits
NUR-542	Advanced Psychopharmacology Across the Lifespan	3
NUR-546	Psychiatric Mental Health NP I: Assessment, Diagnostics, Evaluation & Psychotherapies	3
NUR-554	Advanced Leadership in Healthcare	3
NUR-558	Psychiatric Mental Health NP II: Psychogenomics, Psycho-Pharmaco- Management and Counseling	3
NUR-568	Psychiatric Mental Health NP Ill: Mental Health Across the Lifespan	3
NUR-570	Psychiatric Mental Health Nurse Practitioner Clinical I	3
NUR-575	Psychiatric Mental Health Nurse Practitioner Clinical II	6
NUR-580	Psychiatric Mental Health Nurse Practitioner Clinical III	6
Total Credits		**30**

Degree Plan for Post- MSN Certificate Psychiatric Mental Health Nurse Practitioner

Course	Title	Credits
First Year		
Fall		
NUR-546	Psychiatric Mental Health NP I: Assessment, Diagnostics, Evaluation & Psychotherapies	3
NUR-535	Pharmacologic Principles for Advanced Practice Nursing	3
	Credits	**6**
Spring		
NUR-558	Psychiatric Mental Health NP II: Psychogenomics, Psycho-Pharmaco- Management and Counseling	3
NUR-554	Advanced Leadership in Healthcare	3
	Credits	**6**
Summer		
NUR-568	Psychiatric Mental Health NP Ill: Mental Health Across the Lifespan	3
NUR-570	Psychiatric Mental Health Nurse Practitioner Clinical I	3
	Credits	**6**

Second Year		
Fall		
NUR-575	Psychiatric Mental Health Nurse Practitioner Clinical II	6
	Credits	**6**
Spring		
NUR-580	Psychiatric Mental Health Nurse Practitioner Clinical III	6
	Credits	**6**
	Total Credits	**30**

Post-MSN Doctorate of Nursing Practice

The Post-Master's Doctorate of Nursing Practice (DNP) is designed for masters-prepared nurses seeking a terminal degree in nursing. The Post-Master's DNP curriculum educates nurses in evidence-based practice, quality improvement and systems thinking, and leadership.

The students must successfully complete 30 credits to earn the DNP degree. The minimum acceptable grade is B- or greater. If a student earns less than a B- within a course, the student will be required to retake the course. A required course may be repeated once. If the student is not successful in earning a B- or greater, the student will be disenrolled from the program.

The student must complete a minimum of 500 leadership/ experiential hours and fulfill the requirements for the DNP Project. In conjunction with the student's MSN hours, the Post MSN DNP student needs to complete a total of 1,000 hours to fulfill the program requirements. The student is required to obtain and submit from the graduating university proof of their direct supervised patient care/ experiential hours.

The Post-Master's DNP student will be prepared to:

1. Apply critical thinking, and collaborative, interprofessional communication utilizing evidenced-based resources to evaluate, improve, address, and transform health care across all populations and organizational systems.
2. Use a systematic process through theoretical and evidence-based strategies to provide solutions in healthcare. Evaluate, facilitate, and transform processes and policies to ensure quality, cost-efficient, equitable, and innovative solutions including technological advancements to improve global health while upholding cultural, ethical, and diverse aspects of healthcare.
3. Engage in advocacy and policy formation as a change agent and a transformational leader, the student will critically analyze healthcare policies to promote, collaborate and improve healthcare outcomes while addressing the social determinants of care and the diverse needs of individuals, organizations, and communities in which we serve.
4. Engage in global networking to provide servant leadership within the nursing profession and healthcare communities as a transformational leader embodying the Sisters of Mercy mission to encourage a world that is harmonious, just, and merciful. Remaining entrenched as a lifelong learner to uphold the highest level of nursing practice.

All students must complete the curriculum as follows:

Code	Title	Credits
NUR-615	Ethical Issues in Advanced Practice Nursing	3
NUR-620	Epidemiology	3
NUR-625	Organizational and Systems Leadership in Healthcare	3
NUR-633	Business and Legal Aspects of Advanced Practice Nursing	3
NUR-645	Advanced Nursing Research Methods	3
NUR-652	Foundation of Scholarly Work	3
NUR-658	Health Policy and Population Health	3
NUR-662	Health Care Management and Care Systems	3
NUR-665	Biostatistics	3
NUR-670	Quality Improvement, Initiatives and Safety in Advanced Nursing	3
Total Credits		**30**

Degree Plan for Post-Master's Doctorate of Nursing Practice (DNP)

Course	Title	Credits
First Year		
Fall		
NUR-652	Foundation of Scholarly Work	3
NUR-665	Biostatistics	3
	Credits	**6**
Spring		
NUR-615	Ethical Issues in Advanced Practice Nursing	3
NUR-645	Advanced Nursing Research Methods	3
	Credits	**6**
Second Year		
Summer		
NUR-672	DNP Practice Experiential Hours I	6
	Credits	**6**
Fall		
NUR-620	Epidemiology	3
NUR-625	Organizational and Systems Leadership in Healthcare	3
	Credits	**6**
Spring		
NUR-633	Business and Legal Aspects of Advanced Practice Nursing	3
NUR-658	Health Policy and Population Health	3
	Credits	**6**
Third Year		
Summer		
NUR-674	DNP Practice Experiential Hours II	6
	Credits	**6**
Fall		
NUR-662	Health Care Management and Care Systems	3
NUR-670	Quality Improvement, Initiatives and Safety in Advanced Nursing	3
	Credits	**6**
	Total Credits	**42**

Psychology: Behavior Analysis

Classes are offered at our Newport campus.

Program Director:
Cody Morris, Ph.D., BCBA-D, LBA
(401) 341-7285

Anyone interested in a career in behavior analysis should be aware of the two primary credentials that are often needed to do so. The first is Board

Certified Behavior Analyst (BCBA), and the second is a Licensed Behavior Analyst (LBA; sometimes called a Licensed Applied Behavior Analyst or LABA).

The BCBA credential is a nationally recognized professional credential focused on discipline-specific professional standards. The LBA credential is a state-established credential that is related to specific state regulations on the practice of applied behavior analysis. The requirements for each state's LBA credential vary. Some states require the BCBA credential to obtain the LBA credential, while others list the BCBA credential as one possible option for obtaining the LBA. For example, the state of Rhode Island permits two possible options for obtaining the LBA credential. The first is having a BCBA credential, but it is also possible to obtain the LBA credential by becoming a licensed Rhode Island Psychologist and completing behavior analytic coursework and 15 hundred hours of behavior analytic services. Students interested in other state licenses should review that desired state's criteria or contact Dr. Cody Morris at cody.morris@salve.edu.

Because obtaining a BCBA credential is often the most efficient way of acquiring licensure in any state and is often recognized by insurance companies in states without licensure, the Behavior Analysis Graduate Program at Salve Regina University is designed to help students meet the criteria for the BCBA credential (listed below). Again, in many states, including Rhode Island, obtaining a BCBA credential makes individuals eligible for licensure.

There are many available pathways (https://www.bacb.com/bcba/) for obtaining the BCBA credential. Because it is accredited by the Association for Behavior Analysis International Accreditation Board (https://www.abainternational.org/welcome.aspx), Salve Regina's master's degree program in behavior analysis meets the criteria for the first pathway.

For more information, the following resources are available.

- Information about the BCBA credential
  - https://www.bacb.com/bcba/
  - https://www.bacb.com/about/
- Information about state licenses
  - http://health.ri.gov/licenses/detail.php?id=290#pgm
  - https://www.bacb.com/u-s-licensure-of-behavior-analysts/
  - https://www.appliedbehavioranalysisedu.org/state-by-state-guide-to-aba-licensing/
- Information about required courses.
  - https://www.abainternational.org/vcs.aspx

Salve's BA Programs

Salve's Behavior Analysis MS Graduate Program offers two tracks for students to meet the coursework requirements toward becoming a BCBA. One track is the traditional track that is completed by students who already have a completed bachelor's degree when they start the program. The other is the accelerated track that is started by Salve students in their senior year. By starting in their senior year, Salve undergraduates can complete the MS program with one additional year of coursework after they complete the bachelor's degree.

Psychology: Behavior Analysis (M.S.) Student Learning Outcomes
At the completion of the program, students will be able to:

1. Engage in professional behavior consistent with the Ethics Code for Behavior Analysts.
2. Demonstrate an understanding and apply the concepts and principles of behavior analysis.
3. Apply behavior analytic research design and methodology.
4. Implement effective behavioral interventions.
5. Conduct relevant behavioral assessments.
6. Perform supervision of behavior analytic activities and design systems that support that task.
7. Demonstrate an understanding of the philosophical underpinnings of behaviorism.

(Source: 2022 Assessment Report)

Programs

PSY-502: Survey of Behavior Analysis (1-3 Credits)
This course will introduce the profession and practice of behavior analysis by providing an overview of the common occupations and activities associated with the field. The course will include a review of research conducted across the major concentrations of behavior analysis to demonstrate the field's scope of practice and research methodology. *Note: This course is a prerequisite for entering the program. It cannot count toward credit within the ABA program.

PSY-510: Ethics and Professional Conduct (3 Credits)
This course focuses on the information and strategies necessary to practice applied behavior analysis ethically and to establish high standards of professional conduct. The course will include a review and application of the BACB's Ethics Code for Behavior Analysts, various research integrity resources, and relevant BCBA task-list items.

PSY-511: Radical Behaviorism (3 Credits)
Pre-requisite(s): PSY-520 is required.
This course focuses on introducing students to the philosophy underlying behavior analysis. Students will discuss conceptual issues and develop conceptual analyses related to socially significant issues.

PSY-513: Educational Psychology (3 Credits)
This course in Educational Psychology will focus on how students learn and effective teaching practices. A variety of successful teaching strategies will be studied with an emphasis on behavioral techniques that maximize student learning, objective setting, curriculum development, classroom management and assessment of student learning.

PSY-520: Concepts and Principles (3 Credits)
This course focuses on the philosophical underpinnings of behaviorism and the science of behavior analysis. The course includes an introduction to and application of the principles and concepts of behavior analysis to applied issues.

PSY-521: Health Psychology (3 Credits)
This course in Health Psychology focuses on using behavioral principles in the prevention of illness and death and in promoting healthy lifestyle choices. Health damaging personal habits are the leading cause of death in America, therefore there is great importance to learn to assess for behavioral risk factors, to use early prevention techniques and to promote changes to life threatening practices. The emphasis will be on the implementation of behavioral and cognitive strategies for change. The behavioral medicine practices used to manage chronic illnesses and pain control will be studied. Self-management techniques and behavioral indices of change will be emphasized.

PSY-523: Autism Spectrum and Other Developmental Disabilities (3 Credits)
This course will focus on ethical and practical issues when serving individuals with developmental disabilities and ASD as a behavior-analytic practitioner. Topics include the historical development of evidenced-based treatments for these populations, cultural and treatment system interactions, and assessment and treatment techniques.

PSY-525: Mental Health Constructs (3 Credits)
This course will focus on evaluating mental health constructs from a behavioral perspective. Students will learn about issues with the medical model and mainstream diagnostic criteria while applying behavioral conceptualizations to common mental health constructs.

PSY-530: Systematic Evaluation and Methods of Analysis (3 Credits)
This course will prepare future behavior-analytic practitioners to conduct systematic evaluations that are necessary for successful practice. Relatedly, this course will give students the skills they need to critically consume behavior-analytic literature and identify causal relations with confidence.

PSY-531: Consultation (3 Credits)
Pre-requisite(s): PSY-520 is required.
To implement effective behavior analytic services, clinicians must be able to deliver services that meet diverse client needs. This course will teach students to identify important contextual variables and adapt assessment and treatment strategies accordingly. Important contextual variables will include the cultural and ethnic diversity of clients, the setting services are delivered, and other idiosyncratic needs of clients.

PSY-533: Organizational Behavior Management (3 Credits)
This course will focus on workplace applications of behavior analysis. Students will learn about organizational behavior management assessments and interventions.

PSY-535: The Experimental Analysis of Behavior (3 Credits)
Pre/Co-requisite(s): PSY-520 and PSY-530 are required.
The purpose of this course is to expose students to basic principles of learning that have been developed through the experimental analysis of behavior. The course will also focus on conceptual frameworks and ways to use basic principles to support behavior-analytic research and practice.

PSY-540: Intervention (3 Credits)
Pre-requisite(s): PSY-520 is required.
This course focuses on the skills necessary to select and implement effective behavior analytic intervention and treatment. The course includes review and practice of function-based intervention to address problem behaviors, procedures targeting skill and communication development, and other crucial behavior change techniques.

PSY-542: Behavior Analysis and Societal Issues (3 Credits)
The purpose of this course is to expose students to the behavioral analysis of pervasive societal issues focused around the Sisters of Mercy's Critical Concerns. Issues discussed in the course will include the five critical concerns prioritized by the Sisters of Mercy (earth, immigration, nonviolence, racism, and women) in addition to other social issues like education, mental health, drug abuse, criminal justice, and poverty. By reviewing this range of issues that can be understood and addressed through the science of behavior, students will form a deeper connection to Salve's mission and interest in using behavior analysis to address large-scale social issues.

PSY-550: Assessment Interventions (3 Credits)
Pre-requisite(s): PSY-520 is required.
This course focuses on the foundational skills of analyzing behavior with applied behavior analytic methodology. The course includes a review and practice of assessment procedures related to functional behavior assessments, skill and language assessments, and other supplemental behavioral assessments.

PSY-551: Critical Thinking and Decision Making in Psychology (3 Credits)
This course focuses on developing the skills the student needs to discriminate evidence-based programs from those based on pseudoscience and "pop" psychology. On completion of this course, the student will have an understanding of the social and cognitive variables involved in decision making, why apparently irrational decisions hold such attraction and how we can think more carefully about evidence that we should and shouldn't trust.

PSY-560: Supervision & Systems (3 Credits)
Pre-requisite(s): PSY-520 is required.
This course focuses on the skills necessary to effectively supervise applied behavior analytic assessment and treatment in practical settings. The course will include a review and application of evidence-based supervision practices, systems analyses, and training procedures.

PSY-570: Practicum I (3 Credits)
This course is designed for students who have not yet taken another ABA practicum. Practicum is designed to provide students with supervised experience working with populations of need and practicing the material learned in their coursework. To accommodate a wide range of student interest, multiple sites are available that specialize in different areas of applied behavior analysis and work with different populations. Permission of instructor is required.

PSY-571: Practicum II (1-3 Credits)
This course is designed for students who have already completed at least one semester of practicum. Practicum is designed to provide students with supervised experience working with populations of need and practicing the material learned in their coursework. To accommodate a wide range of student interest, multiple sites are available that specialize in different areas of applied behavior analysis and work with different populations. Permission of instructor is required.

PSY-580: Individual Research (1-3 Credits)
Pre-requisite(s): PSY-520 and PSY-530 are required.
This course will empower students to be active participants in the research process from question formulation to presenting findings. The course will discuss the etiology of research questions, the value of research in behavior analysis, and how to embed research in a variety of contexts using a variety of methods. The class will be collaborative (with the instructor and with students) and rarely use a lecture format.

PSY-585: Thesis Research and Writing (1-3 Credits)
Pre/Co-requisite(s): PSY-520 and PSY-530 are required.
Thesis research is focused on helping students to develop competence in conducting behavior analytic research. Students may decide to write a six-credit thesis under appropriate faculty direction and with the permission of the program director. Details are established prior to registration and in consultation with the thesis supervisor and the program director.

PSY-590: Advanced Seminar in Behavior Analysis (3 Credits)
Pre-requisite(s): PSY-520, PSY-530, PSY-540 and PSY-550 are required.
This course will provide students with the tools necessary to critically analyze and apply advanced behavior analytic philosophy, concepts, and principles to practice. This course will strengthen the foundational knowledge necessary to successfully practice applied behavior analysis by exposing students to important content areas related to obtaining the Board Certified Behavior Analyst (BCBA) credential and practicing as such. By the end of the course, students will be fluent in the skills needed to address research, conceptual, and professional issues in applied behavior analysis.

PSY-599: Special Topics (3 Credits)
Special topics courses vary each semester and include advanced topics in Applied Behavioral Analysis or related fields. Example courses include Verbal Behavior, Legislation and Regulations in Special Education, Curriculum and Program Development, Relational Frame Theory, and more.

PSY-613: Educational Psychology (3 Credits)
This course in Educational Psychology will focus on how students learn and effective teaching practices. A variety of successful teaching strategies will be studied with an emphasis on behavioral techniques that maximize student learning, objective setting, curriculum development, classroom management and assessment of student learning.

PSY-621: Health Psychology (3 Credits)
This course in Health Psychology focuses on using behavioral principles in the prevention of illness and death and in promoting healthy lifestyle choices. Health damaging personal habits are the leading cause of death in America, therefore there is great importance to learn to assess for behavioral risk factors, to use early prevention techniques and to promote changes to life threatening practices. The emphasis will be on the implementation of behavioral and cognitive strategies for change. The behavioral medicine practices used to manage chronic illnesses and pain control will be studied. Self-management techniques and behavioral indices of change will be emphasized.

PSY-623: Autism Spectrum and Other Developmental Disabilities (3 Credits)
This course will focus on ethical and practical issues when serving individuals with developmental disabilities and ASD as a behavior-analytic practitioner. Topics include the historical development of evidenced-based treatments for these populations, cultural and treatment system interactions, and assessment and treatment techniques.

PSY-625: Mental Health Constructs (3 Credits)
This course will focus on evaluating mental health constructs from a behavioral perspective. Students will learn about issues with the medical model and mainstream diagnostic criteria while applying behavioral conceptualizations to common mental health constructs.

PSY-630: Advanced Research Methods (3 Credits)
This course will focus on advanced research methodology that can be used to analyze complex behaviors and behavior analytic interventions. Upon completing the course, students will be able to select, use, and adjust appropriate research methods to address nuanced and complicated research questions.

PSY-631: ABA Consultation (3 Credits)
To implement effective behavior analytic services, clinicians must be able to deliver services that meet diverse client needs. This course will teach students to identify important contextual variables and adapt assessment and treatment strategies accordingly. Important contextual variables will include the cultural and ethnic diversity of clients, the setting services are delivered, and other idiosyncratic needs of clients.

PSY-633: Organizational Behavior Management (3 Credits)
This course will focus on workplace applications of behavior analysis. Students will learn about organizational behavior management assessments and interventions.

PSY-636: Experimental Analysis of Behavior II (3 Credits)
The purpose of this course is to help students further develop competence in understanding how principles of behavior are discovered and described in the context of basic behavior analytic research. Upon completion of the course, students will be able to identify, translate, and utilize basic research strategies that contribute to the development and understanding of the principles of behavior.

PSY-640: Current & Professional Issues Behavior Analysis (3 Credits)
This course focuses on teaching students to engage in meaningful scientific discourse in oral and written formats. The course will focus on students engaging with current and professional issues in behavior analysis and will span applied to experimental topics.

PSY-642: Behavior Analysis & Societal Issues (3 Credits)
The purpose of this course is to expose students to the behavioral analysis of pervasive societal issues focused around the Sisters of Mercy"s Critical Concerns. Issues discussed in the course will include the five critical concerns prioritized by the Sisters of Mercy (earth, immigration, nonviolence, racism, and women) in addition to other social issues like education, mental health, drug abuse, criminal justice, and poverty. By reviewing this range of issues that can be understood and addressed through the science of behavior, students will form a deeper connection to Salve's mission and interest in using behavior analysis to address large-scale social issues.

PSY-651: Critical Thinking and Decision Making in Psychology (3 Credits)
This course focuses on developing the skills the student needs to discriminate evidence-based programs from those based on pseudoscience and -pop" psychology. On completion of this course, the student will have an understanding of the social and cognitive variables involved in decision making, why apparently irrational decisions hold such attraction and how we can think more carefully about evidence that we should and shouldn't trust.

PSY-672: Practicum III (3 Credits)
This course is designed for behavior analysis doctoral students or advanced master's level students seeking advanced clinical experience. Practicum is designed to provide students with supervised experience working with populations of need and practicing the material learned in their coursework. To accommodate a wide range of student interests, multiple sites are available that specialize in different areas of applied behavior analysis and work with diverse populations. *This course should only be taken one time.

PSY-673: Practicum IV (1-3 Credits)

This course provides advanced behavior analysis doctoral students with additional clinical experiences to help them develop as skilled clinicians. To accommodate a wide range of student interests, multiple sites are available that specialize in different areas of applied behavior analysis and work with different populations. -This course can be taken multiple times by students who want additional experience.

PSY-675: Behavior Analysis: College Teaching (1-3 Credits)

This course trains behavior analysis doctoral students to provide effective college instruction and teaching strategies. Students will learn to select appropriate course materials; scope, structure, and sequence lessons; lecture; maximize student engagement; lead discussions and evaluate student outcomes. *This course can be taken multiple times by students who want additional experience.

PSY-680: Individual Research (3 Credits)

This course will empower students to be active participants in the research process from question formulation to presenting findings. The course will discuss the etiology of research questions, the value of research in behavior analysis, and how to embed research in a variety of contexts using a variety of methods. The class will be collaborative (with the instructor and with students) and rarely use a lecture format.

PSY-690: Dissertation Research and Writing I (1-3 Credits)

Dissertation research focuses on helping students develop competence in conducting behavior-analytic research. Doctoral students must take at least six total dissertation research and writing credits to meet their degree requirements. This section of dissertation credits focuses on proposing and beginning the research.

PSY-691: Dissertation Research and Writing II (1-3 Credits)

Dissertation research focuses on helping students research. Doctoral students must take at least six total dissertation research and writing credits to meet their degree requirements. This section of dissertation credits focuses on finishing and defending the research. This section should only be taken during the semester that the student defends their dissertation.

PSY-699: Special Topics (3 Credits)

Special topics courses vary each semester and include advanced topics in Applied Behavioral Analysis or related fields. Example courses include Verbal Behavior, Legislation and Regulations in Special Education, Curriculum and Program Development, Relational Frame Theory, and more.

Behavior Analysis (M.S.)

Code	Title	Credits
Required Courses		
PSY-510	Ethics and Professional Conduct	3
PSY-511	Radical Behaviorism	3
PSY-520	Concepts and Principles	3
PSY-530	Systematic Evaluation and Methods of Analysis	3
PSY-535	The Experimental Analysis of Behavior	3
PSY-540	Intervention	3
PSY-550	Assessment Interventions	3
PSY-560	Supervision & Systems	3
PSY-570	Practicum I	3
PSY-571	Practicum II	3
PSY-590	Advanced Seminar in Behavior Analysis	3
Select one elective:		3

PSY-513	Educational Psychology	
PSY-521	Health Psychology	
PSY-523	Autism Spectrum and Other Developmental Disabilities	
PSY-525	Mental Health Constructs	
PSY-531	Consultation	
PSY-533	Organizational Behavior Management	
PSY-542	Behavior Analysis and Societal Issues	
PSY-551	Critical Thinking and Decision Making in Psychology	
PSY-580	Individual Research	
PSY-585	Thesis Research and Writing	
PSY-599	Special Topics	
Total Credits		**36**

Additional courses maybe be accepted for elective credit with approval from the Graduate Program Director.

Recommended Course Sequence

Master's Track

Course	Title	Credits
First Year		
Fall		
PSY-520	Concepts and Principles	3
PSY-530	Systematic Evaluation and Methods of Analysis	3
	Credits	**6**
Spring		
PSY-510	Ethics and Professional Conduct	3
PSY-511	Radical Behaviorism	3
PSY-535	The Experimental Analysis of Behavior	3
	Credits	**9**
Summer		
PSY-570	Practicum I	3
	Credits	**3**
Second Year		
Fall		
PSY-540	Intervention	3
PSY-550	Assessment Interventions	3
PSY-570	Practicum I	3
	Credits	**9**
Spring		
PSY-560	Supervision & Systems	3
PSY-590	Advanced Seminar in Behavior Analysis	3
PSY-570	Practicum I (Optional)	3
	Credits	**9**
	Total Credits	**36**

Accelerated Track

Course	Title	Credits
First Year		
Fall		
PSY-520	Concepts and Principles	3
PSY Elective		3
	Credits	**6**
Spring		
PSY-530	Systematic Evaluation and Methods of Analysis	3
	Credits	**3**

Summer

PSY-510	Ethics and Professional Conduct	3
PSY-570	Practicum I	3
	Credits	**6**

Second Year

Fall

PSY-540	Intervention	3
PSY-550	Assessment Interventions	3
PSY-570	Practicum I	3
	Credits	**9**

Spring

PSY-511	Radical Behaviorism	3
PSY-560	Supervision & Systems	3
PSY-535	The Experimental Analysis of Behavior	3
Optional course:		
PSY-570	Practicum I	
	Credits	**9**

Summer

PSY-590	Advanced Seminar in Behavior Analysis	3
	Credits	**3**
	Total Credits	**36**

Behavior Analysis (Ph.D)

Salve Regina University's Ph.D. in Behavior Analysis provides students the coursework, research mentorship, and supervised clinical work necessary to help them establish a well-rounded behavior analytic repertoire. Students who complete the program will meet the qualifications to become a Board Certified Behavior Analyst- Doctoral (BCBA-D), the highest credential in behavior analysis. Individuals with a BCBA-D credential will be competitive for advanced clinical, research, and teaching positions.

Salve's Ph.D. in Behavior Analysis consists of 12 courses (36 credits).

Program Prerequisites
All students in this program must also meet all the requirements for Salve's M.S. in Behavior Analysis prior to completing their Ph.D. in Behavior Analysis. Individuals interested in the Ph.D. in Behavior Analysis can apply with or without a master's degree in behavior analysis. Students who do not have a master's degree can be admitted to the Ph.D. program and will be required to complete Salve's behavior analysis master's program requirements as part of the Ph.D. program. Students who already have an applicable master's degree can be admitted to the Ph.D. program and can apply to waive some or all of the master's program requirements. Any master's program requirements that cannot be waived must be completed by the student as part of the Ph.D. program.

The 12 courses (36 credits) required to complete the Ph.D. in Behavior Analysis consist of five core courses, two electives, three experiential courses, and two semesters of dissertation research. In addition to the 12 courses (36 credits), students will be required to complete a comprehensive examination. The anticipated time to complete the Ph.D. program is four to five years if the student does not have a master's degree in behavior analysis when they enter the program. The anticipated time to complete the program is two to three years if the student does have a master's degree in behavior analysis and is able to waive the master's program requirements.

Course Requirements

Code	Title	Credits
Core Courses (15 Credits)		
PSY-630	Advanced Research Methods	3
PSY-623	Autism Spectrum and Other Developmental Disabilities	3
PSY-631	ABA Consultation	3
PSY-636	Experimental Analysis of Behavior II	3
PSY-642	Behavior Analysis & Societal Issues	3
Electives Courses (6 Credits)		
PSY-613	Educational Psychology	3
PSY-621	Health Psychology	3
PSY-625	Mental Health Constructs	3
PSY-633	Organizational Behavior Management	3
PSY-640	Current & Professional Issues Behavior Analysis	3
PSY-651	Critical Thinking and Decision Making in Psychology	3
PSY-680	Individual Research	3
PSY-699	Special Topics	3
Experiential Learning Courses (9 Credits)		
PSY-672	Practicum III	3
PSY-673	Practicum IV	1-3
PSY-675	Behavior Analysis: College Teaching	1-3
Dissertation (6 Credits)		
PSY-690	Dissertation Research and Writing I	1-3
PSY-691	Dissertation Research and Writing II	1-3

Recommended Course Sequence

Course	Title	Credits
First Year		
Fall		
PSY-623	Autism Spectrum and Other Developmental Disabilities (Or Elective)	3
PSY-630	Advanced Research Methods	3
	Credits	**6**
Spring		
PSY-636	Experimental Analysis of Behavior II	3
Elective		3
	Credits	**6**
Summer		
PSY-672	Practicum III	3
	Credits	**3**
Second Year		
Fall		
PSY-699	Special Topics	3
PSY-673	Practicum IV	1-3
PSY-675	Behavior Analysis: College Teaching	1-3
	Credits	**5-9**
Spring		
PSY-631	ABA Consultation	3
PSY-642	Behavior Analysis & Societal Issues	3
	Credits	**6**
Third Year		
Fall		
PSY-690	Dissertation Research and Writing I	3
	Credits	**3**

Spring		
PSY-691	Dissertation Research and Writing II	1-3
	Credits	1-3
	Total Credits	30-36

RN-BS Nursing Program (Professional Studies)

Program Director:
Debra Cherubini, Ph.D., RN
(401) 341-3251

Salve's bachelor's degree in nursing is designed for licensed registered nurses who graduated from an accredited program awarding an associate degree or a diploma in nursing with a minimum cumulative GPA of 2.7. Upon completion of the program, students are prepared to continue their education for a master's degree or doctorate in nursing. All courses are conveniently offered in an online format. Financial aid is available.

- Opportunities for professional development within a holistic model of education
- Online interactive courses
- Preparation to address future health needs of various populations

Mission of the Department of Nursing

The Salve Regina University Department of Nursing supports the University's mission with a focus on the critical concerns of the Sisters of Mercy. The Department of Nursing seeks to create 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 health care 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.

Accreditation

The University is accredited by the New England Commission of Higher Education (NECHE). The Commission on Collegiate Nursing Education (CCNE) accredits the Nursing Program, which is also approved by the Rhode Island Board of Nursing Registration and Nursing Education. Officially recognized by the U.S. Secretary of Education as a national accreditation agency, CCNE is an autonomous accrediting agency, contributing to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing. The University is a member of major organizations concerned with the advancement of higher education, including the American Council on Education, the College Entrance Examination Board, the Council for the Advancement and Support of Education, and the National Catholic Educational Association.

Admission Requirements

Applicants to the RN-BSN Program must have received an RN license in nursing. A minimum grade point average of 2.70 is required. All qualified students are eligible for admission to Salve Regina University regardless of race, color, age, sex, disability, religion or national origin.

RN to BSN Student Learning Outcomes

At the completion of the program, students will be able to:

1. Demonstrate knowledge for safe and effective nursing practice with the ability to use clinical judgement, critical thinking, evidence-based practice, as well as the knowledge from other disciplines including the arts and sciences.
2. Provide person-centered care by including family and/or important others, fostering a holistic, individualized, just, respectful, compassionate, and developmentally appropriate approach to patient care.
3. Explores the health care delivery continuum, from health promotion and policy to disease management of populations, responding to the needs of an ever-evolving world for the improvement of equitable health outcomes.
4. Critically appraises nursing knowledge and information management systems to synthesize, translate, apply, and disseminate information to promote best nursing practice and scholarly inquiry.
5. Employs established and emerging principles of quality and safety as core values of nursing practice to improve patient outcomes and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
6. Recognizes the need and engages in interprofessional partnerships though intentional collaboration across professions to optimize care, foster inclusion, enhance the healthcare experience, and strengthen outcomes.
7. Describes various healthcare delivery environments in which nursing effectively and proactively coordinates resources to provide safe and equitable quality care to diverse populations supportive of the Critical Concerns of Mercy.
8. Develops resilience by coming to know themselves through examination of their personal and professional ethics, talents, limitations, relationships, and goals while building skills needed to foster connections with those around them.

(Source: 2022 Assessment Report)

Bachelor's

- Nursing Professional Studies (RN-BS) (p. 84)

ENG-216A: Literature and Medicine (3 Credits)
This course highlights story-telling as a common element between literature and medicine. Students examine how illness relates to identity. Readings provide cross-cultural perspectives on healing and well-being. In addition to formal writing skills, students reflect on their professional and personal goals.
Fulfills Core Requirement in Literature.
Theme: Engaging Creative, Aesthetic and Spiritual Experience.

HIS-313A: American Immigrant Experience (3 Credits)
An examination of the experiences of the major immigrant groups from the Puritans to the Third World peoples of the present day. Special emphasis is placed on the European immigrant waves of the nineteenth century and on the experiences of African Americans before and after Emancipation. 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.
Fulfills Core Requirement in History.
Theme: Defining the American Experience.

PHL-125A: Philosophy of the Human Person (3 Credits)
This course examines the philosophical literature on the question, what it means to be a human person. Topics such as the material and spiritual dimensions of the human person, the immortality of the soul, ethics and human dignity, and individuality and inter-subjectivity or community will be considered.
Fulfills Core Requirement in Philosophy.
Theme: Creative, Aesthetic, Spiritual Experience.

PHL-225A: Quest for the Good Life (3 Credits)
This course engages the philosophical and ethical literature seeking answers to the question: What makes a life good? We shall explore the roles of reason and faith in the search for the good life and probe subjects such as: happiness, wisdom, justice, and other virtues through study of the great works of philosophers, such as Plato, Aristotle, Augustine, Aquinas, Kant, and Mill. In their company, we will have the opportunity to examine our lives and what makes for a life truly worth living.

RTS-225A: The Quest for the Ultimate: Dialogue with Global Religious Traditions (3 Credits)
The Catholic tradition places high value on thinking seriously about spiritual matters. It also places high value on thinking together, rather than alone. In this exciting yet dangerous time of global pluralism, religious traditions are very much in dialogue, thinking together about ultimate questions and how they impact peoples' lives. In this class, students will bring their own spiritual perspectives into dialogue with the great religions of the world, and in keeping with the Mercy tradition, consider how religious vision impacts concrete human needs.
Fulfills Core Requirement Faith and Reason.

RTS-337A: Biomedical Ethics (3 Credits)
Pre-requisite(s): RTS-225 is required.
Recent advances in medical and biotechnology have allowed humans in wealthy countries like the United States to address many problems that just a few decades ago would have been inconceivable to overcome. These advances enable us to improve the quality of our lives, overcome obstacles to procreation, replace organs, and extend our life on Earth. At the same time, they have raised many questions, particularly of an ethical nature: What is the nature of illness and health? What is necessary for a high-quality human life? What ethical values should be honored in the patient-physician relationship? Can lives be extended too long? Should life ever be terminated, and if so, under what conditions? What methods of human reproduction are legitimate and which raise moral concerns? Do medical and biotechnologies threaten to reduce some humans to mere tools for other humans? Who receives the benefits of new medical and biotechnology, who is excluded, and on what basis? Does every individual have a right to health care? These questions, in turn, sink their roots into even deeper questions. What is human nature and when do we violate it? How do moral and spiritual values relate to biological and physical values? How do religious worldviews, and in particular Christianity, understand illness and health, life and death? The goal of this course is to enable students to reflect on these and similar questions in an interdisciplinary manner.
Fulfills Core Requirement in Religious and Theological Studies.
Theme: What is Western Heritage?-Ancient and Modern.

SOA-249A: Global Health (3 Credits)
This course is designed to explore and analyze the social contexts of health, illness, and the body. We will investigate how anthropologists and sociologists approach health and disease from a bio-cultural understanding. For instance, how do sociocultural systems shape perceptions of the body, disease patterns and notions of healing? How do healing systems vary across cultures? How are infectious diseases shaped by political and economic factors? Analysis of how Western medical sciences influence our understanding of the body will also be studied.
Fulfills Core Requirement in Social Sciences.
Theme: Building Global Awareness.

STA-173A: Statistical Methods (3 Credits)
This course will address a broad spectrum of fundamental statistics concepts. The topics include exploratory data analysis, basic probability distributions, sampling distributions, interval estimations, hypothesis testing, and significance testing (P-Values) with single, paired and two-sample problems.

THE-261A: Public Speaking (3 Credits)
Core Complement Course in Visual and Performing Arts. 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 multimedia visuals. 3 credits.

UNV-102A: University Seminar II (3 Credits)
University Seminar II challenges students to deepen the connection between writing and thinking, equip them with the necessary skills to effectively develop ideas and argument through academic writing, and prepares them for a variety of writing that they will encounter throughout the course of their studies at Salve Regina. Students choose from a wide range of topics for this writing intensive course.

NUR-148A: Transitioning into Professional Nursing (3 Credits)
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).

NUR-216A: Healthcare Informatics (3 Credits)
This course establishes the foundational knowledge for understanding and practicing nursing informatics in health care settings. It will explore the impact on patient care within the contemporary health care environment and examine a variety of interactive strategies and technologies used to enhance health care delivery to consumers. Core and supporting models and theories for nursing informatics and the sciences that support nursing informatics are studies. Consideration is given to the use of information technology to support decisions that promote safety and quality in patient-centered care, and concerns about protecting information and system integrity are addressed.

NUR-335A: Holistic Health Assessment (3 Credits)
Pre-requisite(s): NUR-216A is required.
This course focuses on the knowledge, procedures and skills required to perform and document a holistic health assessment, diagnosis and plan of patients from across the lifespan and in various settings. Techniques for assessment of the physical, spiritual, psychological and socio-cultural aspects of a patient are presented with special considerations of unique populations and age groups. Assessment skills may be performed in both the nursing lab and in community settings. The use of the nursing process to assess, determine nursing diagnoses, plan, develop interventions and evaluative procedures for health and wellness promotion, illness prevention, and risk anticipation, and the utilization of referral to colleagues will be included. The systematic approach to documentation will be included in the process.

NUR-336A: Research & Evidence-Based Practice (3 Credits)
Pre-requisite(s): STA-173A is required.
This course focuses on the role of the professional nurse as an informed consumer of research and other evidence to facilitate care of individuals, families, groups, and communities. Emphasis is placed on the introduction to the values, characteristics, and process of quantitative and qualitative research. The student examines the research process and develops the beginning skills of analysis and critique of nursing research. Emphasis is placed on the development of clinical reasoning by analyzing published studies related to the delivery of nursing care. The professional responsibility to apply findings to direct patient care and develop best practices in nursing care is presented.

NUR-436A: Aging and End-Of-Life Care (3 Credits)
Pre-requisite(s): Completion of all 300-level nursing courses is required.
Co-requisite(s): NUR-437A is required.
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.

NUR-437A: Experiential Learning: Aging and End-Of-Life Care (3 Credits)
Pre/Co-requisite(s): NUR-436A is required.
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.

NUR-444A: Public Health and Disaster Response Planning (3 Credits)
Pre-requisite(s): Completion of all 300-level nursing courses is required.
Co-requisite(s): NUR-445A is required.
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.

NUR-445A: Experiential Learning: PH and Disaster Preparedness (3 Credits)

Co-requisite(s): NUR-444A is required.

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 investigated. Local, regional and national preparedness will be evaluated with an emphasis on the effect of the local community. Collaboration with the patient and or community partners will provide the basis for appropriate patient-centered, ethical, cost-effective nursing care to vulnerable populations 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.

NUR-446A: Leadership and Management (3 Credits)

Pre-requisite(s): Completion of all 300-level nursing courses is required

This course presents concepts of organizational and systems leadership, quality improvement, risk management and patient safety that promote high quality patient care within institutional and community arenas. Principles of leadership and management are discussed with emphasis on the mission and vision of an organization, models of care delivery, and communication across the continuum of care. After analyzing trends and issues in the current health care system, students will determine ways they can provide the leadership required to affect a positive change within the evolving environment of health care. This course may include fieldwork.

NUR-452A: Nursing Capstone (3 Credits)

Pre-requisite(s): NUR-335A, NUR-336A and NUR-446A are required.

This course is intended to provide a capstone to your studies at Salve Regina, integrating what you have learned in the core curriculum and in your major. The course will reinforce skills that are crucial for professional achievement and life-long learning, including any or all of the following: research, information literacy, creative activity, and experiential learning. Students will write a detailed analysis of a nursing care issue which will include a literature review, proposed solutions to the concern or issue and implications for practice.

Nursing Professional Studies (RN-BS)

To earn the B.S. in nursing, students complete 125 credits. Students are automatically granted 58 credits for their prior educational preparation as a registered nurse. Other coursework taken during the licensing process or more recently may also be eligible for transfer. Students must take a minimum of 30 credits at Salve to earn the bachelor's degree.

Code	Title	Credits
Degree Completion Program Plan of Study		
PHL-225A	Quest for the Good Life	3
RTS-225A	The Quest for the Ultimate: Dialogue with Global Religious Traditions	3
UNV-102A	University Seminar II	3

Faith and Reason/Exploring the Liberal Arts		
RTS-337A	Biomedical Ethics	3
ENG-216A	Literature and Medicine	3
STA-173A	Statistical Methods	3
BIO-105	Human Anatomy & Physiology I ^Transfer credits	4
PHL-125A	Philosophy of the Human Person	3
HIS-313A	American Immigrant Experience	3
One Psychology Course ^Transfer credits		3
SOA-249A	Global Health (Social Science)	3
THE-261A	Public Speaking (Visual & Performing Arts)	3
Required Courses for Major		
NUR-148A	Transitioning into Professional Nursing	3
NUR-216A	Healthcare Informatics	3
NUR-335A	Holistic Health Assessment	3
NUR-336A	Research & Evidence-Based Practice	3
NUR-436A	Aging and End-Of-Life Care	3
NUR-437A	Experiential Learning: Aging and End-Of-Life Care	3
NUR-444A	Public Health and Disaster Response Planning	3
NUR-445A	Experiential Learning: PH and Disaster Preparedness	3
NUR-446A	Leadership and Management	3
NUR-452A	Nursing Capstone	3
Total Credits		**67**

Registered nurses who hold a B.S. in a non-nursing major are admitted to the degree completion track as second degree students and only need to fulfill two religion courses and the required nursing courses otherwise, the student must complete core curriculum courses at Salve Regina.

Degree Plan for Nursing Professional Studies (RN-BS)

Course	Title	Credits
Fall		
Session 1		
NUR-216A	Healthcare Informatics	3
PHL-225A	Quest for the Good Life	3
UNV-102A	University Seminar II	3
	Credits	**9**
Session 2		
NUR-148A	Transitioning into Professional Nursing	3
STA-173A	Statistical Methods	3
ENG-216A	Literature and Medicine	3
	Credits	**9**
Spring		
Session 1		
PHL-125A	Philosophy of the Human Person	3
NUR-335A	Holistic Health Assessment	3
NUR-336A	Research & Evidence-Based Practice	3
RTS-225A	The Quest for the Ultimate: Dialogue with Global Religious Traditions	3
	Credits	**12**
Session 2		
RTS-337A	Biomedical Ethics	3
NUR-436A	Aging and End-Of-Life Care	3
NUR-437A	Experiential Learning: Aging and End-Of-Life Care	3
	Credits	**9**

Summer

Session 1

HIS-313A	American Immigrant Experience	3
SOA-249A	Global Health	3
NUR-444A	Public Health and Disaster Response Planning	3
NUR-445A	Experiential Learning: PH and Disaster Preparedness	3
	Credits	**12**

Session 2

NUR-446A	Leadership and Management	3
NUR-452A	Nursing Capstone	3
THE-261A	Public Speaking	3
	Credits	**9**
	Total Credits	**60**

- The Degree Plan provides guidance regarding when required courses are offered.
- Students completing fewer than four courses per semester may require additional time for program completion.

Course Descriptions

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Biology (BIO)

BIO-105: Human Anatomy & Physiology I (4 Credits)

Co-requisite(s): BIO-105L is required.

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. Nursing majors only.

Fulfills Core Requirement in Natural Sciences.

Theme: Engaging Creative, Aesthetic and Spiritual Experience.

Lab Fee: $175.00

Counseling (COU)

COU-500: Professional Orientation and Ethics (3 Credits)

This course is an introduction to the profession of counseling including professional identity, history, accreditation, licensure, organizational structure, advocacy, and use of technology. The class also focuses on cultural considerations and the ethical problems in counseling with specific attention given to the American Counseling Association Code of Ethics. This course should be taken in the beginning portion of the students program of study. Non-matriculating students are permitted to take this course.

COU-501: Human Growth and Development (3 Credits)

The course is designed to address the understanding of human growth and development across the life span. The course emphasizes the interwoven nature of development domains (physical, cognitive, social, spiritual, and emotional) and the contextual factors influencing each. The critical nature of cultural implications within human development are explored. Theoretical, practical, and research perspectives will be examined as they apply to the counseling professions. This course should be taken in the beginning portion of the students' program of study. Non-matriculating students are permitted to take this course.

COU-502: Cultural Equity in Counseling (3 Credits)

This course should be taken towards the beginning portion of students' program. It explores a wide variety of issues within counseling from an intrapersonal to a systemic level and asks students to examine the lens through which they see themselves and others, especially when working in a counseling environment. The class investigates how human intersectionality, privilege, and oppression impact the counselor/client relationship. This course focuses on counselor-in-training awareness and understanding around cultural elements, the importance of meeting clients where they are, gaining skills in working with a variety of clients, and understanding the role of a professional counselor.

COU-503: Theories of Counseling (3 Credits)
This course includes the conceptual study of the theoretical underpinnings of selected historical and modern counseling theories. These theories will be explored related to personality development, cultural relevance, client maturation, and the change process. Specific theoretical interventions within various theories will be explored. Students will begin to conceptualize how theory, personhood, and cultural development are intimately connected in an effort to identify the theory(ies) that resonate with their counseling style.

COU-505: Trauma Informed Counseling (3 Credits)
This course discusses the foundations and importance of trauma-informed methodology in the counseling profession. Students learn how neurobiological, environmental, biological predispositions, and psychological stressors contribute to the experience of trauma and how trauma impacts various processes, such as grief. The class will also discuss cultural considerations; accessing community support; and self-care for clinicians who treat these populations.

COU-506: Research Methods (3 Credits)
Using a culturally competent approach to research, students explore various research techniques and apply that knowledge to an analysis of existing research in order to design and implement their research projects. The course includes preparing appropriate research questions, a literature review, qualitative and quantitative approaches, research designs, threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. A basic overview of the application of research methods to program evaluation is provided. Ethical and cultural issues are explored in some depth.

COU-513: Working with Intimate Relationships in Counseling (3 Credits)
Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509 are required.
This course focuses on the culture of intimate relationships, such as couples and families. It discusses theoretical frameworks, the structure and process, the systemic life cycle, and the relationship and dynamics between individuals in intimate systems. The impact of culture and society is discussed throughout the course. Students will gain an understanding of how the family system impacts the individual as well as larger systems. Ethnicity, gender, socioeconomic status, and varying definitions of family are discussed.

COU-515: Diagnosis and Treatment Planning (3 Credits)
Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509. are required.
Students learn about clinical interviewing methods, clinical diagnosing, clinical language, and treatment planning. Through reading, class discussion, and discussing case studies, Students learn how to set goals and make plans that integrate clinical and holistic models that address symptoms, support the whole person, and promote optimal functioning and well-being. This course introduces psychometrics and common assessment formats to enable a student to arrive at a DSM-5 TR diagnosis. This course increases clinical decision making through traditional evidence-based theories, body-centered psychotherapies, and process-oriented models for treatment.

COU-518: Assessment and Appraisal (3 Credits)
Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509. are required.
This class explores the theoretical basis for assessment from a historical foundation and culturally aware perspectives. Students practice identifying and assessing the psychological, cultural, psychosocial, and behavioral factors that cause disruptions to mental health wellness. Specifically, this course will explore validity and reliability, psychometric statistics, and test construction. In addition, how tests are used to assess personality, behaviors, types of intelligence, aptitudes, achievement, and career choices will be explored. Students learn how to choose and implement appropriate assessments for individuals, couples, and families. This course will also address crisis intervention and how to use assessments to evaluate risk and implement clinical skills and resources.

COU-526: Group Process (3 Credits)
Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509 are required.
This course will provide a framework to view group development as it applies to the field of mental health counseling. The course will provide practical experiences in group process, group interventions, and group facilitation. Students will learn to identify different group types, establish group norms, understand the evolution of a typical group, and become familiar with ethical issues and standards of practice in group work. Students will explore the various implications culture and society has on group development. Students will practice leading a group under supervision in the classroom.

COU-527: Career Counseling (3 Credits)
Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509 are required.
This course will provide students with the knowledge and skills necessary to conduct career counseling to provide insight and direction to clients' vocational goals. Students will examine career development theories, sources of occupational and educational information, life-style and career decision-making processes, and assessment instruments.

COU-535: Substance Use in Counseling (3 Credits)
Students will be provided with a foundational understanding of substance use disorder counseling and will engage with the historical and systemic dynamics that contribute to substance use disorders. Theories and etiologies of substance abuse are reviewed, along with pertinent information regarding commonly abused substances. Effective, evidence-based substance use disorder assessments, treatment modalities, and treatment settings are reviewed as a relevant part of the treatment continuum. Students will challenge commonly held biases and beliefs regarding substance use and abuse, and apply an equitable, wellness-based, and socially just approach to substance use counseling. There will also be discussions of commonly used psychopharmacological drugs within mental health and rehabilitation counseling.

COU-541: Capstone: Integrating Meaning Through Action and Advocacy (3 Credits)
Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509. RHB-504 or HLC-505. COU-506 or HLC-500 or RHB-500. COU-513 or HLC-513 or RHB-513. COU-515 or HLC-515 or RHB-515. COU-518 or HLC-518 or RHB-518. COU-526 or HLC-516 or RHB-516 are required.

This is the capstone course for the Counselor Education Program and students in both specializations will take this course. The focus of the course is integrating concepts and skills from previous courses related to one's identity as a counselor and the integration of meaning in the work of counseling professionals. Students will incorporate awareness, meaning-making, assessment. knowledge, and skills from a holistic, systemic, developmental, accessible, and wellness perspectives into counseling practice.

Criminal Justice and Cybersecurity (CJC)

CJC-506: Theories of Justice (3 Credits)
This course examines the nature of justice through careful reading of selected texts in the classical and modern traditions. The importance of justice to the administration of law is emphasized by thoughtful analysis of criminological theory.

CJC-514: Psychological Concepts for Justice Professionals (3 Credits)
This course explores the application of psychological research findings and methods to criminal justice-related issues. It examines what psychology has discovered about how people think and behave and how these discoveries can be useful when making decisions about how criminal justice should be shaped, administered, evaluated, and improved. Students will examine the psychological factors influencing criminal behavior including cyber criminal behavior, psychological health concepts relevant to those who serve in the criminal justice field including resilience and wellness, the role of psychology in law enforcement and legal proceedings, and the application of psychological principles in correctional settings.

CJC-518: Domestic & Global Challenges Shaping Public Policy (3 Credits)
Using case analysis and personal experimentation, students explore domestic and international factors that influence government national security strategy, as well as how these decisions impact the justice system and homeland security in a multicultural society.

CJC-519: U.S. Intelligence Community (3 Credits)
The U.S. Intelligence Community course provides a foundational and broad overview of the field of intelligence collection and how information gathered is analyzed and used by Policymakers, Combatant Commanders, US Embassy Country Teams, and Foreign Partners to make the most informed decisions effecting our national and global security strategy. The course discusses the fundamental components of strategic intelligence collection, critical thinking, collection capabilities, counterintelligence, influences and implications of cyber and AI/ML, and provides an understanding of the Agencies that perform these duties. This course uses a variety of approaches to explore pertinent issues including interactive lectures, guest speakers from US and NATO intelligence Agencies, student-led discussions, and exercises.

CJC-520: Effective Communication and Perspective Taking (3 Credits)
We've heard a lot in recent years about emotional intelligence and the difference it can make in how we are perceived by those around us in the wor1<.place, in our communities, and in our homes. Emotionally intelligent communications can deepen our connections with others, improving relationships and building trust. In this course, you will develop fundamental strategies to improve your emotional intelligence. With self awareness and empathy as the foundation, we will learn communication strategies for verbal interactions, written communications and presentations that will help us achieve our goals as we focus on the needs of those receiving our message (servant leadership). Communication is not just about sending messages, so we will also focus on neutral listening as a tool to improve relationships and build trust. This course will also cover social media considerations and the opportunities and challenges for organizations these channels present. You will learn theory, practical tools, and get some practice opportunities to help you improve your work experience and your leadership.

CJC-521: Critical Leadership Opportunities (3 Credits)
Students examine issues facing justice practitioners today from a leadership perspective. They will gain a deep understanding of those issues, applicable theories, and approaches that can help improve outcomes in the identified areas. Leaders at all levels have a role in approaching these challenges, and students will gain understanding about the differences in that role based on their position and assignment in an organization.

CJC-524: Emergency Management & Critical Incident Response (3 Credits)
This course will provide current and future leaders with the knowledge and skills needed to respond well to critical incidents. Students will learn a standards-based language, including the use of the Incident Command System (ICS), to coordinate their response as they undertake their role in a complex multi-jurisdictional response to an all-hazard event. Students will learn that all hazards are 1ocal," but can escalate into an event of global significance and consequence. In addition to NIMS and ICS, this class will cover crisis leadership, critical decision-making and crisis communications, preparing leaders for their role in helping their community and organization through crises and emergencies.

CJC-526: Principles of Digital Forensics (3 Credits)
This course will introduce students to the principles of digital forensics. The essentials covered in this class will include computer system storage fundamentals, operating systems and data transmission, computer network architecture, best practices when conducting digital forensic investigations, proper evidence collection and storage, and federal rules and criminal codes when conducting digital investigations. Students will participate in weekly discussions and practice what they have learned via virtual labs.

CJC-528: Cultivating Organizational Culture (3 Credits)
Pre-requisite(s): CJC-520 is required.
Every organization has a culture. Many have pointed at an organization's culture when looking to lay blame for egregious actions by its members. Many have also looked at the opposite side, organizations with strong and positive cultures leading to strong employee satisfaction and engagement and support from the customers or communities they serve. This course will be a study of organizational culture and the application of these concepts and theories in justice related settings. Once this foundation is laid, students will explore how they, whatever their position in their organization, can positively influence the climate and culture in their work area using values-based leadership, procedural justice, coproduction of leadership, and other techniques.

CJC-530: Cyberthreat Analysis (3 Credits)
This course explores the relatively new discipline of cyberthreat analysis at a basic level, introducing students to the methodology of investigation, the threat environment (cyberspace), some of the online tools used by analysts, and their application in real world examples. Students will be introduced to the key concepts, tools, and terminologies used by professionals in the field, and apply what they learn in practical exercises that model real-world events.

CJC-531: Cyberthreat Management (3 Credits)
This course explores the relatively new discipline of cyberthreat management. This course will introduce students to the threat landscape and help them to understand the methodology used to mitigate threats to personnel and their agencies. Students will learn about some of the tools and resources currently used by technicians so that they will gain a better understanding of how investigations may be more successful in a constitutionally ethical process. Students will understand the necessity of cyberdisruption planning with a goal of redundancy and resiliency. Economics will inevitably force managers to regionalize services and facilitate an interoperable solution. Students will develop this knowledge from a basic understanding of risk management and control, along with a study of legal and compliance topics. The field of forensics will be explored including a demonstration of how a forensic analysis is performed, and how to manage the process of a technical investigation.

CJC-532: Cyberterrorism (3 Credits)
The field of cyberintelligence has expanded and is evolving as a critical part of situational awareness for the nearly 200 countries connected to the Internet today. In addition to these countries, criminal organizations, extremist groups and terrorists have also developed cyber intelligence capabilities to further their efforts to use the Internet for their overt and covert activities. Cyberterrorism has emerged as a growing threat to national security. This is true not only for the U.S., but also for many countries around the world. Terrorists have recognized the value of the Internet for recruiting and covert communication, as well as a weapon against their adversaries. This program will provide unique insight into how terrorists use the Internet and will give the students insights into the challenges that we face.

CJC-534: Cyber Fundamentals (3 Credits)
This course will prepare you for an exciting. career in the field of cybersecurity. As a student, you will delve into the foundational concepts that underpin digital security. You will explore critical topics such as network security, threat detection, penetration testing, incident response, and risk management. The curriculum is designed to closely align with the CompTIA Security+ certification, an ideal steppingstone towards becoming a certified cybersecurity professional. Furthermore, as a student, you will gain insights into the latest developments in cybersecurity, including the integration of artificial intelligence for threat analysis and mitigation. This course will seek to enhance your practical skills and knowledge in these areas and empower you to effectively safeguard digital environments. (If you already hold an active Security + certification, you may be able to substitute a cyber elective for this course).

CJC-537: Network Forensics and Incident Response (3 Credits)
This course will introduce students to the topic of network security and provide them with a background on networking fundamentals such as common protocols, port numbers and relevant security appliances (firewalls, web filtering, IDPS). An emphasis will be placed on covering different types of network intrusion events and proposing countermeasures that can be applied by network defenders to detect/prevent these types of attacks. Students will also be trained on how to perform live collection & analysis of network events through the examination of packet capture (PCAP) files via Wireshark in order to understand the different pieces of evidence that can be gathered from such evidence and subsequently deployed as signatures to perform attack sensing and warning (AS&W) across an enterprise network.

CJC-540: Executive Leadership Development (3 Credits)
Pre-requisite(s): CJC-520 is required.
Many employees have performed well at the line level and in first level supervisory positions and have been rewarded for their performance with a promotion, only to discover that they are ill prepared for their new role and that the techniques that drove their success earlier in their career are no longer relevant. Whatever their current position, this course equips students with the necessary skills and perspective to continue their growth and success as they move to new leadership roles. This course will address leader development, leadership perspective, adaptability, conflict resolution, problem solving, strategic planning and strategic communications for leaders.

CJC-543: Cyber Intelligence (3 Credits)
This course provides an understanding of the current and future environment surrounding cyber intelligence. The course examines the foundational terms such as cybersecurity and cyberwarfare, and explores current and emergent cyber threats, effects of AI/ML, cyber threat actors, and mechanisms for increased cyber resiliency in the public and private sectors. The students are asked to think critically as they address current cyber intelligence collection management, analytical techniques, tradecraft, security, and counterintelligence methods.

CJC-546: Insider Threat (3 Credits)
This course will challenge students to think more systemically about the current threat landscape as it relates to insider threats. This course is designed to assist management, human services, and information technology professionals with the prevention, detection, and mitigation of risks associated with Insider Threats. Instructional methods include readings, written assignments, online discussion forums, and computer lab assignments.

CJC-550: Intelligence Writing and Communicating (3 Credits)
Pre-requisite(s): CJC-519 or CJC-543 is required.
This course provides students with comprehensive instruction on writing and communicating intelligence for US Government policy makers and other intelligence consumers. Students will be instructed in the application of Intelligence Community Directive 203 which prescribes the use of Estimative Language, nine analytical tradecraft standards for all intelligence production, and customized intelligence report writing. Upon successful completion of the course, students will be able to write intelligence reports to US Intelligence Community (USIC) standards.

CJC-556: Open Source Intelligence (3 Credits)
The daily threat of cybersecurity incidents has led private and public sector entities to treat intelligence gathering as a pivotal and crucial daily operation. This course will teach students the skills and techniques required to conduct open-source investigations using a wide range of publicly available resources including online databases, social media, news articles, internet archives, government website and more. Resources gathered in an open-source investigation are an essential pan of defending an organization's online infrastructure. Students will be trained to ethically verify, authenticate, and assess the credibility of the information gathered and learn to articulate their findings in a well organized and structured report.

CJC-560: Structured Analytic Techniques (3 Credits)
Pre-requisite(s): CJC-519 or CJC-543 is required.
This scenario-based course provides students with comprehensive instruction on the use of Structured Analytic Techniques (SATs) in mitigating inherent cognitive and other biases, and in analyzing incomplete information sets to determine best supported analytic solutions and outcomes. Upon successful completion of this course, students will be able to apply SATs to complex and/or incomplete sets of data to determine the best analytically supported and bias-free solutions, most likely outcomes, and best supported recommendations to policy makers.

CJC-563: Criminal Justice Research Methods (3 Credits)
This course examines a wide range of quantitative and qualitative statistical techniques, and the applied use of survey instruments, transpersonal research methods, and data visualization best practices. Upon completion, students will have the ability to both interpret data and present research findings to senior decision makers to allow them to make informed policy-level choices.

CJC-570: Cybersecurity Law (3 Credits)
It is by now cliche to observe that technology is revolutionizing the way we work, live, and govern ourselves. Never before have communications and data sharing been achievable so quickly and across the planet geographically. Unfortunately, the exponential increase in technological ability has in the same manner increased the opportunities for thieves, exploiters, and spies. In this course we will explore how our society and governments are using the law - both civil and criminal and both domestic and international to respond to these challenges. How can law keep up with technological change? How far can and should the government be allowed to go in protecting U.S. citizens? Ale the present policies adequate? What responsibilities lie in the private sector?

CJC-576: High Technology Crime (3 Credits)
This course studies the response of law enforcement and information systems scientists to the use of computers and related technologies for criminal purposes. While no prior computer knowledge is required, students will use computers as a part of this class. Major policy issues surrounding this area will also be discussed.

CJC-579: State Sponsored Advanced Persistent Threats (3 Credits)
Pre-requisite(s): ADJ-576 or CJC-576 is required except for SMEs in the field and working professionals.
This course is designed to broaden individual understanding of the ever changing threatscape posed to American infrastructure by advanced and persistent nation-state/state sponsored attacks. The class will also prepare students to begin a career in a Cyber Security Operations Center (SOC), Computer Emergency Response Team (CERT) or as a cyber intelligence analyst by fostering technical and analytical skills against known APT skill sets and tool kits.

CJC-581: Special Topics (3 Credits)
This course provides an opportunity to explore current topics not covered in regularly offered courses. Evolving technologies and contemporary trends in justice and homeland security law and practice may create opportunities to present the most timely and important topics to students. All students may individualize their program of study to access special topics classes with collaboration and permission from the program director. Recent topics have included: The Philosophy of Police, Strategic Planning for Law Enforcement Executives, Community Policing, Organized Crime, White Collar Crime, Contemporary Issues in Undercover Operations, Police Use of Force, and Advanced Community Policing.

CJC-598: Internship (3 Credits)
The internship is an individual work experience or project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of the internship varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 120 hours (40 hours/credit) of on-the-job experience occurring within a semester. This course may be repeated for a total of six credits.

English (ENG)

ENG-216A: Literature and Medicine (3 Credits)
This course highlights story-telling as a common element between literature and medicine. Students examine how illness relates to identity. Readings provide cross-cultural perspectives on healing and well-being. In addition to formal writing skills, students reflect on their professional and personal goals.
Fulfills Core Requirement in Literature.
Theme: Engaging Creative, Aesthetic and Spiritual Experience.

ENG-600: Residency in Creative Writing I (6 Credits)
During these intensive community experiences on campus, students will participate in genre-specific workshops, seminars and lectures as well as panel discussions and public readings. The first residency introduces students to mentors and to the expectations of long-distance learning. Students may present the work submitted in their application or new work.

ENG-601: Residency in Creative Writing II (6 Credits)
Pre-requisite(s): ENG-600 and ENG-610 are required.
During these intensive community experiences on campus, students will participate in genre-specific workshops, seminars and lectures as well as panel discussions and public readings. In the second residency, students will continue strengthening their ongoing body of work. This work should show an evolution of skill from the first residency.

ENG-602: Residency in Creative Writing III (6 Credits)
Pre-requisite(s): ENG-600, ENG-601, ENG-610 and ENG-611 are required.
During these intensive community experiences on campus, students will participate in genre-specific workshops, seminars and lectures as well as panel discussions and public readings. In the third residency, students will continue to deepen and build on previous work, diligently revising based on the accumulation of feedback from peers and mentors received over the first year.

ENG-603: Residency in Creative Writing IV (6 Credits)
Pre-requisite(s): ENG-600, ENG-601, ENG-602, ENG-610, ENG-611 and ENG-612 are required.
During these intensive community experiences on campus, students will participate in genre-specific workshops, seminars and lectures as well as panel discussions and public readings. During the last regular residency, students will continue to deepen and build on their growing body of work, taking full advantage of the final residency to edit, test, and push their own creative limits.

ENG-610: Mentorship in Creative Writing I (6 Credits)
Pre-requisite(s): ENG-600 is required.
During the intervening months between residencies, students work one-on-one with a faculty mentor who guides the production of creative work and the study of craft. Mentors provide written and oral commentary on writing submitted over the term. Four packets of writing should be turned in over the intervening months (roughly a packet a month). Each packet contains a letter to the mentor, reflecting on the work being turned in, and two critical annotations on books from the assigned reading list. Each student has a reading list created with the mentor before the course begins.

ENG-611: Mentorship in Creative Writing II (6 Credits)
Pre-requisite(s): ENG-600, ENG-601 and ENG-610 are required.
During the intervening months between residencies, students work one-on-one with a faculty mentor who guides the production of creative work and the study of craft. Mentors provide written and oral commentary on writing submitted over the term. Four packets of new writing should be turned in over the intervening months (roughly a packet a month). This should not be revised work from ENG-610, unless the revision is significant enough as to seem new. Each packet contains a letter to the mentor, reflecting on the work being turned in, and two critical annotations on books from the assigned reading list. Each student has a reading list created with the mentor before the course begins.

ENG-612: Mentorship in Creative Writing III (6 Credits)
Pre-requisite(s): ENG-600, ENG-601, ENG-602, ENG-610 and ENG-611 are required.
During the intervening months between residencies, students work one-on-one with a faculty mentor who guides the production of creative work and the study of craft. Mentors provide written and oral commentary on writing submitted over the term in a virtual studio environment by using electronic classroom and other communication tools. Four packets of writing should be turned in over the intervening months (roughly a packet a month). Additionally, a reflective essay on an assigned reading list of books (supplied by each mentor) is required in the final packet.

ENG-613: Mentorship in Creative Writing IV (6 Credits)
Pre-requisite(s): ENG-600, ENG-601, ENG-602, ENG-603, ENG-610, ENG-611 and ENG-612 are required.
During the intervening months between residencies, students work one-on-one with a faculty mentor who guides the production of creative work and the study of craft. Mentors provide written and oral commentary on writing submitted over the term. Four packets of writing should be turned in over the intervening months (roughly a packet a month). In this final mentorship, the creative work is rigorously revised and brought to a polished, publishable stage. In addition to revising creative work, students prepare a craft talk to be delivered during their final residency based on their thesis essay.

ENG-620: Final Residency and Graduation (0 Credits)
During a required fifth semester, which takes place at the residency following a student's fourth semester, the student will present a lecture based on the thesis craft essay for approval and attend craft lectures by their peers. The student will also give a reading from the creative thesis. The final night of the residency there will be an MFA graduation ceremony with a reception to follow.

Health Care Administration (HCA)

HCA-500: Research Methods (3 Credits)
Students explore various research techniques and then apply that knowledge to an analysis of existing research and to designing and implementing their own research projects. The course includes preparation of appropriate research questions, a literature review, qualitative and quantitative approaches, research designs, and threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations. A basic overview of the application of research methods to program evaluation is provided. Ethical issues are explored in some depth.

HCA-501: Introduction to Healthcare (3 Credits)
This course will explore the historical development, current state and possible future trends of health care financing and delivery in the U.S. Course components include a general overview of the size and scope of the health care system; issues related to the underlying need for health care, different modalities for financing and reimbursement and will conclude with evaluation and policy issues.

HCA-505: Healthcare Marketing (3 Credits)
Students are introduced to basic marketing principles and practices related to the health services industry. They examine consumer needs, target market concepts, strategies for attaining goals, current market practices, cost benefit analysis, ethical considerations, and marketing resources. The development of positive relationships within an organization is explored as a marketing strategy, including the role in marketing played by employees, physicians, patients, and the community. Class presentations and a term paper provide opportunities for students to research and discuss current healthcare marketing topics.

HCA-509: Human Resources Management (3 Credits)
This course will assist students in understanding the effective use of human resources to achieve organizational goals within the constraints imposed by ethical considerations and legal obligations. The processes used to determine human resource requirements, recruitment, selection, development, utilization and accommodation of human resources in contemporary organizations will be explored. Students will apply case analyses methods to assess the issues, stakeholders and supported options to resolve pertinent human resource management situations.

HCA-510: Essential Team Building for Healthcare Leaders (3 Credits)
This course is designed to provide current and future healthcare leaders with both the theory and practice of building effective teams that are running on all cylinders. Using common examples that exist in healthcare along with the experience of students, we will consider the role of the leader, alignment, communication, training and feedback in the development of effective teams. We will also examine the conflicts that arise within teams and how best to address them. We will explore how to measure whether your team is functioning at a high level.

HCA-515: Building Agreement and Relationships (3 Credits)
Healthcare is a dynamic workplace where professionals from different educational programs and experiences must work together to achieve outstanding results in patient care, clinical outcomes, quality measurement, all while under significant financial pressures. Inevitably, differences will arise that need to be addressed effectively while maintaining interdependent relationships. Students will follow the "Getting to Yes" and "Difficult Conversations" principles, in application to healthcare specific situations.

HCA-519: Healthcare Finance (3 Credits)
This course provides an overview of the healthcare environment and introduces financial concepts through financial statements reviews and analysis. Discussions address the development and use of revenues, identification of operating expenses, strategies to contain costs, and the financial interaction between healthcare providers and third party payers. Class presentations and a term paper provide opportunities for students to research and discuss current healthcare financial topics.

HCA-520: Transformational Leadership Practices (3 Credits)
This course is the fourth course in the Healthcare Leadership Certificate Program and is intended to pull together the learnings of the prior three courses using a student-selected leadership project involving change. At each stage of the project, students will incorporate their personal leadership approach, the culture of their group, and their comfort with finding common ground. This seven-week hybrid course will follow John P. Kotter's eight step "Leading Change" process. Students will explore each step of the change process, applying related concepts to their project and to other healthcare specific situations.

HCA-522: Introduction to Healthcare Analytics (3 Credits)
This course provides students with foundational knowledge of analytics, covering key components of the data analysis process, including strategies for effectively capturing and communicating information, and the pitfalls in doing so.

HCA-524: Enhancing Dynamic Leadership Skills (3 Credits)
Professionals across most fields and disciplines are challenged to lead, work with, and intervene in a variety of unusual situations. Therefore, leaders from all sectors, are needed who can develop the leadership skills to facilitate interdependent, cooperative action. This course will provide the opportunity for course participants to develop their unique leadership identity and personal leadership approach. This course will provide basic introductory leadership material.

HCA-525: Ethics for Health Professionals (3 Credits)
Students explore the current and recurring ethical issues facing health professionals in today's healthcare environment. Topics include the right to refuse treatment, the right to die, physician-assisted death, organ donation, resource allocation, and issues related to healthcare reimbursement and administration, such as cost containment and quality assurance. Other topics include informed consent, confidentiality, autonomy, nutrition and hydration, professional codes, the Human Genome Project and cloning. Traditional theories of ethics as well as decision making models are also examined.

HCA-528: Health Policy (3 Credits)
Students focus on three major areas that contribute to the establishment of national health policies: health planning, health research, and health services. They examine the methodology for policy planning, goal setting, allocation of resources, plan implementation, evaluation, and regulation. Health policy as it relates to health research involves discussion of major illnesses and diseases, environmental factors, new technology and health research, and the social, political, and economic factors influencing policy development.

HCA-530: Cybersecurity and Resiliency in Healthcare (3 Credits)
The regular occurrence of cybersecurity incidents has led healthcare organizations to treat cybersecurity as a risk that needs to be actively managed, rather than just an issue that technology alone can solve. From medical data tracking, to electronic health records, and bedside life support systems, information communication technology has streamlined healthcare delivery. Moreover, this is only the beginning-more and more healthcare related devices are connecting to the Internet to increase efficiency and deliver better patient care. However, the latest apps, mobile operating systems, and medical devices also create many privacy and security challenges. This course provides students an introduction to cybersecurity and resiliency in healthcare administration. Drawing on recent cybersecurity incidents in healthcare, students are introduced to cybersecurity threats, threat actors, cybersecurity risk management best practices, laws and regulations applicable to electronic health records, and basic techniques to build enterprise-wide cybersecurity awareness.

HCA-533: Health Law (3 Credits)
Students examine the law relating to healthcare administration. Course topics include: the physician-patient relationship, professional liability, credentialing, medical records and disclosure of information, HIPAA regulations, consent to treatment, hospital liability, and the institution-physician relationship. Recent legislation regarding issues in healthcare administration is also discussed.

HCA-538: Cybersecurity and Healthcare Policy (3 Credits)
As large scale data breaches become increasingly ubiquitous in health care organizations, concern for healthcare information data security has moved from an information technology (IT) problem to a board level problem. Managers in healthcare enterprises must have the strategic level policies in place to deal with the current and emerging cybersecurity challenges. This course will be divided into two parts. Throughout the first half of the course, students will develop an in-depth understanding of major and continual healthcare policy reforms as it relates to digital health and cybersecurity, with a particular focus on how federal policy is driving health information technology innovation. The second half of the course will give students the skills necessary to develop strategic level policy documents and build end-user cybersecurity awareness in a healthcare organization to include, 'BYOD' policies, standards for medical devices, cloud usage policies, 'SWOT' analysis, among other risk management policies and procedures.

HCA-540: Healthcare and the Older Citizen (3 Credits)
Students examine the political, social, economic, and healthcare issues that pertain to older people and their families. They look at housing, health and social programs, long term care, reimbursement, and public policy issues. Past, present, and future trends that affect the aging population are also explored.

HCA-542: Cybersecurity and Healthcare Law (3 Credits)
As healthcare enterprises progressively adopt electronic health records and other digital health technologies, various privacy and security risks arise. Healthcare enterprises must ensure compliance with various legislative, regulatory, and standards regimes. This course provides students an in-depth understanding of the various federal and state legislation and regulation that governs healthcare and cybersecurity, from the Health Insurance Portability and Accountability Act (HIPAA) privacy and security rule, to the Health Information Technology for Economic and Clinical Health (HITECH) Act, and the Rhode Island Identity Theft Protection Act. Moreover, standards and rules governing risk management and the effective use and protection of patient data will be covered. This will include an overview of the National Institute for Standards and Technology (NIST) frameworks on cybersecurity and risk management, Federal Trade Commission rulings on customer data, and Food and Drug Administration regulations on medical devices, among others. Finally, the course will also cover how various legislation, such as the Cybersecurity Information Sharing Act of 2015 impacts healthcare.

HCA-543: Public Health Administration (3 Credits)
This course provides healthcare leaders with a broad overview of public health issues, the meaning of health promotion and disease prevention with a consideration for health status and risk factors. This course balances a view of the historical development of public health and moves to current challenges such as dealing with a global pandemic, including COVID-19. The material is current, relevant and critical for anyone who wants to understand how to improve the health of a community.

HCA-547: Application of Healthcare Management Theory (3 Credits)
This capstone course is taken at the conclusion of the student's graduate healthcare studies. The course will review and reinforce the core competencies the student has acquired during their course of study. Through case studies and actual healthcare management situations students will have the opportunity to apply the techniques and skills acquired during their previous course work. Completion of 30 credits or approval from the graduate program director is required.

HCA-551: Hacking the Future of Healthcare Administration (3 Credits)
With the emergence of more advanced healthcare related technologies and the required integration of "Internet of Things" devices into healthcare settings, health care enterprises are more frequently becoming the targets of advanced cyber threat actors bent on data destruction or obtaining intellectual property and patient personal identifiable information (PII). As the number and scope of attacks increase, health care administrators are pressured to better understand these threats and make technical decisions that have traditionally been outside the scope of their responsibility. "Hacking the Future of Healthcare Administration" will introduce students to the cyber threats directly targeting and impacting health care enterprises currently and in the future. Students will research and evaluate historical case studies of various compromises in healthcare settings and learn how best to address similar situations, while also proactively mitigating against future events.

HCA-552: Digital Health, Innovation, and Entrepreneurship in Healthcare Administration (3 Credits)
Digital health-one of the fastest growing industries in the US economy-is rapidly changing, with current and future disruptive results for the delivery of healthcare. Innovation in healthcare requires leaders that are trained to think and act as entrepreneurs, while also maintaining a culture of cybersecurity safety and resiliency. This course provides students an overview of how technology is developed and applied to healthcare and medicine-from telemedicine, to quantified self, and other emergent digital health platforms. Moreover, this course provides students in-depth knowledge of the vocabulary and skills necessary to engage in digital health entrepreneurship, to include lean start up methodologies; stakeholder, market, and competitor analysis; venture capital; mergers and acquisitions; initial public offering (IPO) transactions; and designing and patenting for sales.

HCA-570: Internship and Seminar in Healthcare Administration and Management (3 Credits)
The internship is an individual work experience or project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of the internship varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 120 hours of on-the-job experience occurring within a semester.

HCA-581: Special Topics in Healthcare Administration and Management (3 Credits)
Special topics courses with healthcare administration and management content are offered on a periodic basis.

HCA-591: Independent Study (1-3 Credits)
A focused study on a subject outside the graduate catalog. An independent study provides opportunity for original and in-depth research on a specific topic or regional issue of the candidate's interest and professional focus. It is an important part of the curriculum and should be used to supplement existing coursework. A student selects a topic of research from a single field of learning or one which is interdisciplinary and prepares a research paper(s) to be submitted to the professor. The quality of the research paper should be appropriate to graduate level research. A list of preliminary readings and/or assignments and a means of assessment/ evaluation are clearly defined in advance of the study.

History (HIS)

HIS-313A: American Immigrant Experience (3 Credits)
An examination of the experiences of the major immigrant groups from the Puritans to the Third World peoples of the present day. Special emphasis is placed on the European immigrant waves of the nineteenth century and on the experiences of African Americans before and after Emancipation. 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.
Fulfills Core Requirement in History.
Theme: Defining the American Experience.

Holistic Counseling (HLC)

HLC-504: Holistic Foundations (3 Credits)
The course focuses on the emergence of an integrative perspective as it applies to the development of Western science and philosophy within counseling and leadership as distinct disciplines. It examines how attitudes, beliefs, and epistemological have influenced professional practice in counseling and leadership. The course further traces how recent changes in scientific assumptions have affected a shift in both research and professional practice and considers the implications of this shift. Ethics and a holistic or integrative orientation related to these professions are introduced.

HLC-505: Interpersonal Helping Skills (3 Credits)
The course experience provides the opportunity to explore ones basic communication style of interacting with others both verbally and non-verbally. Through practice in dyads. and/or the whole class, students learn and apply basic interpersonal helping skills such as listening, primary accurate empathy, immediacy, the art of challenging, and appropriate self-disclosure - effective professional skills in the helping professions.

HLC-507: The Body Mind Connection (3 Credits)
This course will focus on defining, experiencing, and working with the body-mind connection. Current research findings in neuroscience, modalities, and techniques that affect the body-mind connection and somatic therapeutic processes will be explored. This course is essential for holistic clinical mental health counselors and holistic leaders to integrate the mind-body perspective into their work.

HLC-514: Foundations of Expressive Arts & Creative Arts As Transformation (3 Credits)
This foundation course serves as an introduction to the uses of the expressive arts as an educational and therapeutic vehicle for self-awareness, personal growth and transformation of consciousness. Through experiential exercises and discussion, this course will explore how a variety of arts-based modalities can be utilized to support the learning and healing pathways for individuals and groups. The in-class experiences will draw upon various expressive arts modalities, including: visual imagery, sound, movement, and writing, as part of an inter-modal expressive arts approach. Students will further develop their understanding of the material with responses to readings and other educational resources on the theories, research and approaches to working with the arts as a transformational process and practice. This course also introduces ways to begin to adapt and utilize these holistic practices with others, in a variety of professional settings, including in counseling, psychotherapy, education, healthcare, the arts, and community settings.

HLC-528: Understanding Trauma in Counseling (1 Credits)
Pre-requisite(s): HLC-504, HLC-505, HLC-506, HLC-507, HLC-508, HLC-509, HLC-510 and HLC-515 are required.
Students learn how neurobiological, environmental, biological predispositions, and psychological stressors contribute to the experience of trauma. This course presents the latest research in traditional and body-centered counseling modalities, cultural consideration; accessing community support; and self-care for clinicians who treat this population.

HLC-535: Introduction to Expressive Sound and Music (1 Credits)
This foundation course serves as an introduction to the uses of Expressive Sound and Music as a vehicle for growth and transformation. Through exercises and discussion, the course will explore how Expressive Sound can be utilized to help release tensions, express emotions, and calm the nervous system. The in-class experiences will draw upon various sound-based modalities, including: breathing practices, vocal toning, deep listening, rhythm explorations, and improvisation as part of an intermodal expressive arts approach. This course also introduces ways to begin to adapt and utilize these practices with others in a variety of professional settings, including counseling, psychotherapy, education, healthcare, the arts, and the corporate environment. This course is one of the prerequisite foundation courses for the CAGS/CGS in the professional application of the expressive and creative arts.

HLC-540: Integrating Meaning (3 Credits)
Pre-requisite(s): HLC-504, HLC-505, HLC-506, HLC-507, HLC-508, HLC-509, HLC-510, HLC-550, HLC-551 are required or permission of program director is required.
This course is predicated on research indicating a direct correlation between physical and mental health and one's sense of personal meaning and connectedness to a larger purpose. Students gain awareness of how various world views, cultures, backgrounds, and personal perspectives define meaning and purpose and of how to respectfully practice culturally competent skills for work with clients and/or within a family or place of employment. The course also provides practical tools and techniques with which to assist others to explore similar questions of meaning in their lives, work, organizations, communities, and world-wide. This course is to be taken in the final semester for students in the Holistic Clinical Mental Health Counseling Program and Leadership Dynamic and Practice Program.

HLC-542: Spirituality and Religion in Counseling (3 Credits)
Pre-requisite(s): COU-500, COU-501 and COU-502 are required.
This course is an elective and explores best practices for counselors when clients discuss their spiritual and religious identities. Students will develop awareness of the impact of their own values, gain knowledge in the foundational concepts of spirituality and religion in counseling, and will learn skills to help clients process their spiritual and religious experiences and values. Further, students will understand the boundaries of a counselor's role in this realm and be able to help clients process spiritual and religious content in a way that promotes optimal well-being for a culturally diverse clientele. The most up-to-date ethical codes, professional guidelines, equity-based frameworks, and best practices of the counseling profession will be used to engage with this course.

HLC-550: Advanced Helping Skills (3 Credits)
Pre-requisite(s): HLC-504, COU-500 or HLC-506, COU-502 or HLC 510, COU-501 or HLC-508, COU-503 or HLC-509, COU-513 or HLC-513, COU-515 or HLC-515 are required.
This course is an elective. The course will provide students more advanced skill training with specific focus on theory integration, skill development, clinical language, and assessment. Students' will gain practice refining their counseling skills, providing feedback, and conceptualizing more client cases. Increasing attention is paid to the student's self-awareness and emotional responses. This course should not be taken before Interpersonal Skills in the HCMHC specialization or Motivational Interviewing in the CRBC specialization.

HLC-551: Practicum in Counseling (3 Credits)
Pre-requisite(s): HLC-504, HLC-505, COU-500 or HLC-506, COU-502 or HLC-510, COU-501 or HLC-508, HLC-507, COU-503 or HLC-509, COU-515 or HLC-515 and HLC-550 are required.
Practicum is the student's first clinical field experience. The requirements for this course are fulfilled in a community-based counseling facility and a weekly university seminar. Students begin to develop and apply their counseling skills and abilities in clinical settings. The in-the-field experience consists of approximately 10 hours a week of direct and indirect field experience for a total of 100 clinical-hours and a weekly seminar class. The clinical placement site must be approved by the program. Students will work with a qualified on-site supervisor who will provide site supervision and evaluate the student's counseling skills, preparation, and professionalism in the field. The course instructor will provide a weekly seminar, supervision, assessment, and support. The primary supervision will come from the on-site supervisor. Qualifications for appropriate Site Supervisors are found within the Practicum Agreement. Students are expected to participate in the program's pre-requirements before starting practicum.

HLC-575: Healing and Transformation (2 Credits)
Pre-requisite(s): COU-500 or HLC-506 is required.
This course emphasizes the potential for every human being to heal and change. The course will examine scientific and anthropologic writings on healing as well as how professionals can act as supportive agents in the change process.

HLC-578: Body and Personal Myth: A Jungian Perspective (3 Credits)
Pre-requisite(s): COU-500 or HLC-506 is required.
This course will explore the relationship between archetypal images, the body and personal myth. Based on the work of Carl G. Jung, the course will introduce and expose students to a basic understanding of depth psychology through the use of myth and metaphor.

HLC-579: Grief Counseling (2 Credits)
Pre-requisite(s): COU-500 or HLC-506 is required.
This course is an elective and discusses current information, skills, and strategies for counseling interventions specific to various aspects of the grief process. This will include acute, sustained, and ambiguous grief.

HLC-581: Special Topics (1-3 Credits)
Special topics course offered periodically during the academic year.

HLC-582: Introduction to the Expressive and Creative Arts As Transformation (3 Credits)
This foundation course explores the use of the expressive and creative arts as a therapeutic and educational tool for transformation, self-discovery, physical healing, and the evolution of consciousness. Using the body-mind's inner language of imagery, students will learn how to access, release and transform nonverbal sensate impressions of feelings and emotions through a variety of integrative arts processes, including drawing, image-making, and collage. As students experience the energetic shifts that occur in the body-mind when imagery is used to express inner states of awareness, they will begin to understand how thoughts, feelings and emotions can affect the body/mind/spirit. Through hands-on exercises, students will begin to recognize how the expressive arts can help support intra-personal and inter-personal development on many levels. This course also introduces ways to begin to utilize the transformative process with others in a variety of professional settings including, counseling, psychotherapy, education, medical caregiving, the arts, and the corporate environment. This course is one of the prerequisite foundation courses for the CAGS/CGS in the expressive and creative arts.

HLC-584: Movement, Creativity Consciousness: An Introduction (2 Credits)
This two-credit course will introduce a variety of experiences to help students to develop a clearer understanding of the body/mind/spirit connection; to increase awareness of the creative, psychological and spiritual potential as revealed through the body; and to begin to develop an understanding of each person's unique resources and responsiveness through movement. Movement as an expression of a path toward increased somatic awareness will be explored as part of an intermodal expressive arts approach. Students will also begin to explore ways of working with others in the fields of counseling, education, psychotherapy, and other helping professions to help individuals and groups integrate more embodied modalities into their work. This course is one of the prerequisite foundation courses for the CAGS/CGS program in the professional applications of the expressive and creative arts.

HLC-587: Gender and Human Sexuality in Counseling (3 Credits)
Pre-requisite(s): COU-500 or HLC-506, COU-501 or HLC-508 and COU-502 or HLC-510 are required.
This course is designed to provide students with an opportunity to develop a knowledge base regarding the theories and research about gender, biological sex, affection, and sexuality and how that impacts the work of counselors. Biological, cognitive, psychological, spiritual, and emotional components related to gender, sex, and sexual and affectional orientation will be explored. Historical and cultural contexts will also be examined. The course is offered periodically at the program's discretion.

HLC-588: Working With Young People (3 Credits)
Pre-requisite(s): COU-500 or HLC-506, COU-501 or HLC-508 and COU-502 or HLC-510 are required.
This course utilizes counseling and developmental theories, creativity, and research to cultivate therapeutic skills in assessing and treating young people. In doing so, the course discusses cultural and systemic factors that impact child development and growth. The course is offered periodically at the program's discretion.

HLC-590: Internship and Seminar I (3 Credits)
Pre/Co-requisite(s): HLC-504, HLC-505, HLC-506 or COU-500 HLC-507, HLC-508 or COU-501 HLC-509 or COU-503, HLC-510 or COU-502, HLC-513, HLC-515 or COU-515, HLC-516, HLC-517, HLC-550 and HLC-551 are required.
Student interns will practice clinical counseling skills in clinical field placements approved by the internship coordinator. The requirements for this course are primarily fulfilled in a community-based mental health counseling facility. Students begin to develop and apply their counseling skills and abilities in clinical settings. This class is the first part of a two-semester clinically supervised experience. This class requires 300 direct and indirect field hours and an on-campus weekly seminar. Students are required to obtain professional liability insurance coverage to participate in this course and their site supervisor must meet the program's supervision requirements. Requirements for this class are subject to change based on RI LMHC licensure requirements.

HLC-591: Internship and Seminar II (3 Credits)
Pre-requisite(s): HLC-504, HLC-505, COU-500 or HLC-506, COU-502 or HLC-510, COU-501 or HLC-508, HLC-507, COU-503 or HLC-509, COU-515 or HLC-515, HLC 518 or COU 518, HLC 551, HLC 590 are required.
In the second semester of clinical internship, student interns will practice clinical counseling skills in clinical placements approved by the internship coordinator. The requirements for this course are primarily fulfilled in a community-based mental health counseling facility. At this level of training, students work on the more advanced and nuanced skills and various professional responsibilities in their clinical field placement settings. This class requires 300 direct and indirect field hours and an on-campus weekly seminar. Students are required to obtain professional liability insurance coverage to participate in this course and their site supervisor must meet the program's supervision requirements. Requirements for this class are subject to change based on RI LMHC licensure requirements.

HLC-592: Arts, Nature and Eco-Consciousness (1 Credits)
The Arts, Nature and Eco-Consciousness is an integrative learning course, presented in an experiential-learning, workshop format. The class presents foundational material on Deep Ecology, Eco-Psychology, and the role of the creative process in renewing our connection with the environment. The class will emphasize a holistic approach to embodied creative arts processes that reflect the interconnectedness of all life within the earth's community. It will also encourage self-exploration through image making and creative expression (visual arts, sound, movement & theatre arts). The class also presents foundational material on the philosophies of important visionaries in the field of human-nature relationships. Through a hands-on approach to self-expression and reverential ecology, participants will be able to apply the concepts presented in their personal and professional life, in a variety of settings including counseling, education, coaching and community organizations.

HLC-604: Self Discovery Through the Expressive and Creative Arts (3 Credits)
Pre-requisite(s): HLC-514 or HLC-582 or completion of Expressive Arts Institute is required.
This course is designed to provide students with experiential opportunities for creative self-discovery using various integrated expressive arts modalities, focusing primarily on image-making and visual arts. In addition, it offers discussion segments that explore the importance for our time and culture of engaging our connection to our own individual creativity and inner wisdom, and the effect doing this can have on the growth of personal as well as collective consciousness. One key premise of the course is that each of us is born creative and that being creative is the nature of being alive. Another key premise is that, in order to be effective in integrating the use of art, creativity and image-making in any educational, therapeutic, business or other professional settings, it is critical to explore one's creative process, development, and style. Accordingly, the principal emphasis of the course is on individual work using personal process, in-class discussions, outside assignments and an independently designed project to develop a self-discovery creative/visual journal. This course is offered in a hybrid format, involving weekend experiential intensives along with guided study time for personal and professional integration. This course is required for the CAGS/CGS in the professional applications of the expressive and creative arts. Any student who would like to register for this course prior to acceptance into the CAGS/CGS expressive and creative arts program would need specific permission of the program coordinator.

HLC-610: Expressive Theater Arts and Movement: A Multi-Modal Approach to Creativity and Transformation (3 Credits)
Pre-requisite(s): HLC-514 or HLC-584 are required.
In this course, students have an opportunity to do hands-on experiential work in the expressive and creative arts as applied to a variety of fields including counseling, education, healthcare, and other helping professions. The emphasis will be on the modalities of expressive movement and theater arts, with the integration of visual arts and writing interwoven as part of the multi-modal approach. A fundamental premise of this course is that the embodied practices of movement and theater arts provide a vital avenue of expression for the inner self. In addition, the multi-modal approach will create opportunities to reflect upon the ways that one mode of expression informs another, so a deeper understanding of the interplay of modalities, as an intermodal process, will be another area of learning. This course is offered in a hybrid format, involving weekend experiential intensives along with guided study time for personal and professional integration. This course is required for the CAGS/CGS in the professional applications of the expressive and creative arts. Any student who would like to register for this course prior to acceptance into the CAGS/CGS expressive and creative arts program would need specific permission of the program coordinator.

HLC-611: Group and Individual Applications of the Expressive and Creative Arts (3 Credits)
Pre-requisite(s): HLC-514 or HLC-582, HLC-584, and HLC-535 are required.
This course will explore central concepts and approaches to using the expressive and creative arts with groups and individuals along with the integration and application of this work, applied to a variety of fields including counseling, education, healthcare, and other helping professions. Participants will have the opportunity to learn about the application of experiences with the expressive and creative arts in various settings, and will consider applications for a variety of group, individual and community levels. Students will learn how to design and implement a program with appropriate uses of various arts modalities, as part of an intermodal arts approach, including movement, sound, writing and the visual arts. In a specific area of professional interest, students will develop a proposal for a program demonstrating the benefits to a specific group or community. This course is offered in a hybrid format, involving weekend experiential intensives along with guided study time for personal and professional integration. This is designed to be one of the final required courses in the CAGS/CGS program and it is advised to have completed at least several other 600-level courses in the Expressive and Creative Arts. To register for this expressive and creative arts CAGS/CGS course requires permission of the Program Coordinator.

HLC-613: Expressive Writing for Personal Growth And Transformation (3 Credits)
Pre-requisite(s): HLC-514 or HLC-582 is required.
This course is designed to provide students with a comprehensive understanding of the principles and applications of expressive writing as a transformational tool that can facilitate emotional, physical and spiritual healing as well as self-discovery, personal growth and conflict resolution. The course will focus on how expressive writing can be used with others in counseling, psychotherapy, healthcare, the arts, education, and the corporate environment. In this course, students will learn how to adapt and integrate expressive writing into their own professional areas of specialization through class discussions and in-class writing exercises that emphasize an intermodal expressive and creative arts approach to writing. This course is offered in a hybrid format involving weekend experiential intensives along with guided study time for personal and professional integration. This course is required for the CAGS/CGS in the Professional Applications of the Expressive and Creative Arts. Any student who would like to register for this course prior to acceptance into the CAGS/CGS Expressive and Creative Arts Program would need specific permission of the program coordinator.

HLC-615: Utilizing Expressive Sound/Music and Theater Arts - for Creativity and Healing (3 Credits)
Pre-requisite(s): HLC-514 or HLC-535 is required.
This expressive arts course will deepen one's understanding of the realms of expressive sound, music and rhythm as a means of personal growth, community-building and healing. The specific focal points for the course will include: vocal explorations and toning, elements of music for self-discovery and community-building, creativity and music, and recreational music making. We will also incorporate the practice of deep listening and mindfulness as a touchstone for the explorations. The course combines theory with practical exercises that demonstrate how to integrate them into programs for healing and education, as utilized in a variety of settings. Students will learn how to adapt and integrate elements of expressive sound and music into their professional areas of specialization, including counseling, psychotherapy, medical caregiving, the arts, education, and the corporate environment, through discussions and the utilization of sound and music-based exercises that emphasize an intermodal arts approach. This course is offered in a hybrid format, involving weekend experiential intensives along with guided study time for personal and professional integration. This course is required for the CAGS/CGS in the professional applications of the expressive and creative arts. Any student who would like to register for this course prior to acceptance into the CAGS/CGS expressive and creative arts program would need specific permission of the program coordinator.

HLC-621: Ethics and Confidentiality in Substance Use Disorders (3 Credits)
Pre-requisite(s): MA in Mental Health Counseling, Marriage and Family Therapy, equivalent MA in Healthcare or other counseling degree programs from an accredited institution. HLC-509, HLC-515, HLC/RHB-516 or the equivalent courses from an accredited institution or by permission of the program director is required.
This course will allow students to explore ethical questions in areas such as boundary issues, general communication rules and regulations, utilization of electronic communications, cultural competence, professional competence, risk management, and other ethical and confidentiality considerations related to working with those who have substance use disorders.

Humanities (HUM)

HUM-600: Humanities Problems and Perspectives (3 Credits)
Focused on the history of ideas, students survey core readings in the humanities. Perspectives, problems and debates concerning the human relationship to culture and technology are considered in the fields of philosophy, religion, literature, history and art. This course lays the interdisciplinary foundation for the related methods course, HUM-618, and later dissertation work. Students prepare an interdisciplinary bibliographic essay on a significant humanities problem or debate.

HUM-605: Philosophical Perspectives on Digital Age (3 Credits)
Pre-requisite(s): HUM-600 and HUM-618 or permission of program director are required.
This course provides opportunities for students to investigate technology in a historical context as the organization and institutionalization of knowledge for practical purposes. Students examine the effects of technology on the traditional human wisdom that has served as a stabilizing force throughout history.

HUM-610: Religion, Culture and Technology (3 Credits)
Pre-requisite(s): HUM-600 and HUM-618 or permission of program director are required.
This course examines the interaction between religion, culture, the human person and the earth, using both general theories of religion and particular traditions. Areas explored include interpretations of technology, science, work, social justice, spirituality, morality, evil and death.

HUM-617: Political Philosophy and Technology (3 Credits)
Pre-requisite(s): HUM-600 and HUM-618 or permission of program director are required.
This course examines the role that technology plays in creating political systems that are just and fair. After looking at the origins of the Western liberal tradition in the political philosophy of Plato and Aristotle, we then trace a line of thinking through Locke, Jefferson, and Kant. We close with readings from the contemporary political philosopher John Rawls. Our final objective is to determine the effects particular technological advances have had on the evolution of Western political liberalism and on the adaptability of modern liberal democracy to the developing world.

HUM-618: Humanities Theory, Method and the Disciplines (3 Credits)
This course surveys research methods and theoretical frameworks in the humanities. Students review basic critical and empirical research methods, pure vs. applied research, and quantitative vs. qualitative approaches. Models that combine scholarly perspectives are emphasized, as well as major debates concerning the uses of evidence, theory and method within and across disciplines. Case studies focus on humanities approaches and questions as they intersect with the dilemmas of technological society.

HUM-620: Social Transformation Through Art (3 Credits)
Pre-requisite(s): HUM-600 and HUM-618 or permission of program director are required.
Students examine social change as reflected in, and caused by, the imagery of art. The course critiques important connections among art, technology and philosophical ideas expressed during periods of significant technological progress.

HUM-621: A History of Technology (3 Credits)
This course investigates technology's impact on the human condition throughout history. Considered in this investigation are advances in technology based on human ingenuity, observation, and experimentation. Practical examples are taken from fields such as agriculture, communication, education, manufacturing, medicine, and business.

HUM-625: Ethics and Modern Technology (3 Credits)
Pre-requisite(s): HUM-600 and HUM-618 or permission of program director are required.
Guided by the key principles of traditional western ethics - human dignity, justice, freedom, goodness, the common good and truth telling - this course considers how modern technology affects the human experience. Selected moral questions arising from the use of science-based and capital-driven technology are examined, e.g., the search for a more comprehensive ethic than the cost-benefit calculations of popular utilitarianism.

HUM-630: Modern Literature and the Human Condition (3 Credits)
Pre-requisite(s): HUM-600 and HUM-618 or permission of program director are required.
This course is based on imaginative works that reflect conflicting moral and technological dilemmas of contemporary life. Classes focus on a range of major authors whose fiction, drama and poetry illumine the human situation in the 21st century.

HUM-635: Culture, Society and the Global Condition (3 Credits)
Co-requisite(s): HUM-670 must be taken at the same time as this course.
This course offers a final opportunity for students to integrate perspectives drawn from coursework in the broader humanities with work in their chosen program areas. Students and faculty work to develop a synthetic understanding of the global condition relative to accelerating technological changes and diverse cultural and societal influences. This course precedes the comprehensive examination and admission into the dissertation phase. It must be taken as the last 600-level humanities course.

HUM-645: Research Colloquium (1-3 Credits)
Research colloquium may be taken for 1-3 credits to fulfill the doctoral research requirement.

HUM-670: Comprehensive Exam (0 Credits)
Co-requisite(s): HUM-635 is required to be taken at the same time as this course.
In this course students who have completed all of their coursework, their language requirement and at least one subject field take the comprehensive exam. The comprehensive exam is designed to test the students' knowledge and comprehension of the material covered in their classes. Each instructor will set questions pertinent to the material covered in their class. Students must answer four questions. Passing the HUM-670 is the pre-requisite for entry to the HUM-680, the dissertation reading and writing class.
PhD Comp Exam Fee: $250.00

HUM-680: Dissertation Research & Writing (3 Credits)
Pre-requisite(s): HUM-670 is required.
Students are expected to enroll in Dissertation Research and Writing each fall and spring until the final version of the dissertation is accepted. Mentoring and guidance is provided to the student during the process of researching, writing, revising and defending the dissertation.

International Relations (INR)

INR-508: Writing Strategies for Academic Success (3 Credits)
The goal of this course is to teach students how to focus on the elements of the writing process at the graduate level. The course will progress from the preliminary stages of the pre-writing process through the preparation of a graduate level research paper. Students will learn how to structure an argument-driven paper by creating a strong thesis statement supported by scholarly evidence and analysis. This course will develop expertise in research and data analysis skills and will cover critical reading and organizational techniques, research methodologies and research ethics. The culminating project will be a 3500--4500-word research paper on an approved topic. The course format will be a combination of lecture, group discussion, guest lectures and peer review.

INR-511: Philosophical Foundations of Politics (3 Credits)
This course examines and evaluates the intellectual contributions to the foundations of political order and justice of the main political thinkers since Socrates. The course analyzes and evaluates the key questions and answers regarding human nature and its direct relation to the construction and maintenance of political systems. Its purpose is to lay the groundwork for the study of comparative and international politics.

INR-512: Justice and Order in International Relations (3 Credits)
This course examines in theoretical and practical terms the relationship between justice and order at different levels of human interaction, such as that between people as members of different state organizations and as part of the world community. Its objective is to find a balance not only in the way political order relates to justice, but also in the way that people can balance their state citizenship with world citizenship, i.e., national identity and human identity.

INR-513: Comparative Political Development (3 Credits)
This course analyzes and compares different roads to establishing political order, taking into consideration the specific circumstances prevailing in different parts of the world. In the context of the concept of justice, the course relates the establishment and maintenance of political order to economic development, and by extension, the way economic development relates to the maintenance of political order.

INR-516: Identity, Harmony, and Conflict (3 Credits)
This course examines the role that social and religious identity plays in the interaction of people within an established political order as well as between different political orders. For example, is religious and social identity a factor for harmonious relations between people or is it a source of conflict between individuals and groups?

INR-522: Integration and Globalization Politics (3 Credits)
Students examine the ways by which the international system is being transformed and the effects such a transformation has on established political and social orders as well as on the lives and identities of people.

INR-531: Just and Unjust Wars (3 Credits)
This course examines the concept of the just war theory from the point of view of different religions in regard to the declaration and conduct of conventional war. It also examines the ethical implications of contemplating nuclear, biological or chemical warfare.

INR-533: International Political Economy (3 Credits)
This course examines topics such as competing theoretical explanations of economic growth and development, the role of states and other actors in alleviating or exacerbating poverty, and how the international distribution of political power affects the allocation and consumption of resources.

INR-534: Environmental Justice (3 Credits)
Students examine the practice of natural resources utilization and its impact on environmental and human integrity. Is there a balance between derived benefits of resource utilization and the cost associated with it? Are the benefits and costs distributed equally between regions and states and between all users in a region or state? Does the use of resources by some entail only costs for others? Overall, is there a balance between considerations of economic order and environmental justice?

INR-542: Dispute and Conflict Resolution (3 Credits)
This course examines sources of conflict at different levels of human interaction and explores negotiation, mediation, and arbitration strategies to managing crises and resolving disputes between groups and individuals.

INR-552: Terrorism & Transnational Crime (3 Credits)
This course examines the sources, activities and legal implications of international terrorism and globalized crime. It analyzes strategies and processes of responding and combating criminal networks and activities across borders and evaluates the impact such strategies and processes have on human and civil rights.

INR-562: International Organizations and Law (3 Credits)
Students examine the role international organizations and law play in promoting, maintaining, and enforcing the principles of the international community of states. Is the international community a reality or are international institutions convenient instruments of the interests and policies of the participant states? Are there any obligations that the citizens of the participant states have toward the institutions of the international community? If any, what are these obligations and how should they be carried out?

INR-571: International Human Rights (3 Credits)
This course examines the conceptual evolution of human rights and evaluates existing systems and instruments for the protection and promotion of human rights in the world. It also explores the fundamental relation between state and cultural sovereignty and the application of rights worldwide.

INR-572: Complex Humanitarian Emergencies: Prevention and Responses (3 Credits)
Focusing on complex humanitarian emergencies (CHEs), this course addresses the capacity to govern in the face of violence, turmoil, and conflict. The course will examine public policy challenges of developing and implementing the necessary systems to monitor, anticipate and react to critical response incidents and natural disasters. As such, the course will evaluate early warning methodologies and review the scientific research and competing approaches to preventing and mitigating complex humanitarian emergencies.

INR-590: Thesis (6 Credits)
Students may decide to write a six credit thesis under appropriate faculty direction and with the permission of the program director. Details are established prior to registration and in consultation with the thesis supervisor and the program director.

INR-591: Independent Study (3 Credits)
An independent study is a focused study on a subject outside the graduate catalog and provides opportunity for original and in-depth research on a specific topic or regional issue of the candidate's interest and professional focus. It is an important part of the curriculum and should be used to supplement existing coursework. A student selects a topic of research from a single field of learning or one which is interdisciplinary and prepares a research paper to be submitted at the end of the semester (recommended minimum of 20 pages). The quality of the research paper should be appropriate to graduate level research. A list of preliminary readings and/or assignments and a means of assessment/evaluation are clearly defined in advance of the study. A minimum GPA of 3.2 is required.

INR-592: Topical and Regional Issues in International Relations (3 Credits)
This course examines timely topical and regional issues in international affairs. Specific titles and course contents vary depending on events highlighting the major political issues and debates from time to time.

INR-593: Topical and Regional Issues in Comparative Politics (3 Credits)
This course examines timely topical and regional issues in comparative politics. Specific titles and course contents vary depending on events highlighting the major political issues and debates from time to time.

INR-598: Internship (3 Credits)
The internship is an individual work experience or project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of the internship varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 120 hours for three credits of on-the-job experience occurring within a semester.

INR-602: American Foreign Policy (3 Credits)
This course will examine the foreign policy of the United States since WWII. It will look at the fundamentals and traditions of American Foreign Policy in the context of the bipolar system, the unipolar system, and the emerging multipolar system as well as in the context of globalization.

INR-603: American Foreign Policy Decision Making (3 Credits)
This course will examine the philosophical and constitutional roots of executive decision making in relation to foreign policy. Will look at the rise and reform of contemporary foreign policy institutions such as the National Security Council, the State Department, and the Department of Defense. It will also evaluate the role Congress, the Senate, foreign lobbying groups, foreign nations, international organizations, interest groups and the American public play in the formulation of American foreign policy.

INR-612: Chinese Foreign Policy (3 Credits)
This course examines the sources, processes, and objectives of Chinese foreign policy. Of particular significance, the course will look at the formation of the Chinese state, Chinese nationalism, and economic development and their impact these have in determining China's role in the state system and the international community and institutions.

INR-613: The Korean Peninsula and Japan (3 Credits)
Japan, and the two Koreas have become a central concern for regional peace and security in East Asia. North Korea's nuclear and missile programs continue to grow and Japan and South Korea are important global economic players. This course will examine the politics and institutions of Japan, North Korea, and South Korea, the security challenges that complicate regional relations, and the role played by the United States and China.

INR-622: Russian Foreign Policy (3 Credits)
After a quarter century of peace following the collapse of the USSR, Russia and the West are again engaged in a Cold War. This course will examine what drives Russian foreign policy, and why this knowledge is important to Americans.

INR-623: Chinese Politics (3 Credits)
This course examines the intersection of political change, economic development, culture, and the environment in contemporary China. Topics include theoretical considerations about state power, legitimacy, and authoritarian resilience in the Chinese context; the structure of the Chinese communist party-state; mobilization and political participation in Chinese society; and prospects for China's democratization. Course assignments will emphasize the development of analytical thinking and written communication skills.

INR-633: Comparative Politics of Russia (3 Credits)
This is an upper-level survey of Russian society and politics. We will examine and evaluate the complex changes that are taking place in the vast region of Eurasia covered by Russia and its neighbors. As we shall see, coming to terms with the legacy of socialism involves more than merely modernizing the economy and writing a new constitution.

INR-643: The Middle East in World Affairs (3 Credits)
The course is designed to offer participants the opportunity to acquire an understanding of the comparative politics and international relations of the Middle East; gain an awareness of the relationship between politics, human welfare, and social justice in the region; and develop skills in analytical thinking and written communication. Topics that will be examined include the sociopolitical context of Islam, state formation and consolidation, economic development in the region, the Israeli-Palestinian conflict, Middle Eastern nation-states as part of the international political system, and democratization.

INR-652: South Asia in World Affairs (3 Credits)
This course explores the comparative politics and international relations of contemporary South Asia, the most densely populated region of the world. The course is organized to facilitate cross-national comparisons between South Asian states involving economic and political modernization, the political effects of cultural diversity, and governance. The course will also address regional issues such as environmental change, military security, and trade relations, as well as India's emergence as a global power. Special emphasis will be given to trends in India, Pakistan, and Bangladesh. Course assignments will emphasize the development of analytical thinking and written communication skills.

INR-653: Latin America in World Affairs (3 Credits)
This course will examine the theoretical, legal and political foundations of Latin America's relationship with foreign nations with special emphasis on United States hegemony and various challenges to that hegemony. The first part of the course focuses on periods of the Monroe Doctrine, the Good Neighbor policy and the Cold War. The examination of the post-Cold War period will focus on the "Washington Consensus" and globalization, and their impact on democratization, economic development, human rights, transnational crime, and immigration.

INR-662: Europe in World Affairs (3 Credits)
This course will trace Europe's experience with the state system and her evolution towards integration and the attempt to form a common defense and security apparatus. Of specific focus, the course will examine the sources, and integration process of Europe and the impact this will have on European and international affairs.

INR-670: Comprehensive Exam (0 Credits)
The culmination of a Ph.D. coursework is the comprehensive examination designed to test the students' general knowledge in two areas of studies. Students are required to answer two out of three area studies questions for each of two areas of studying in the curriculum. The comprehensive exams are taken after all coursework has been completed and passing them denotes elevation to Ph.D. candidate status. Students must therefore complete all other coursework prior to registering for this course. Students must also complete INR-610 Language Proficiency prior to taking this course. Permission of the Graduate Program Director is required.
Course Fee: $250.00

INR-672: Africa in World Affairs (3 Credits)
Few areas of the world have been as misunderstood as Africa. Stereotypes, generalizations and incorrect assumptions regarding Africa's role in global affairs have run rampant since European explorers and merchants first came into the continent. This course will seek to provide a more accurate understanding of the two-way roles by which African entities have played in world affairs and world actors have played in influencing the course of African affairs.

INR-675: Quantitative Methods (3 Credits)
This course will look at advanced hypothesis testing and develop an understanding for appropriate test for problem solving. It will explain all the mathematical concepts and formulae so that underlying principles for test analysis become clear. This course will cover advanced population parameters, tests of difference, correlation, regression, and multivariate exploratory techniques.

INR-685: Culture, Society and the Global Condition (3 Credits)
This course offers a final opportunity for students to integrate perspectives drawn from their coursework on different area studies. Students and faculty work to develop a synthetic understanding of the global condition relative to actual and presumed diverse cultural and political influences.

INR-690: Dissertation Proposal and Research (3 Credits)
Pre-requisite(s): INR-670 is required.
This course will make students aware of the relationship between chosen research methodologies and theoretical frameworks and concepts; provide students with an in-depth understanding of philosophical engagement and behavioral assumptions of social science research; help students discriminate between different methodologies and evidence collection in testing alternative hypotheses and construct arguments; familiarize students with different research methods such as conducting surveys, interviews, constructing case studies, perform comparisons, and rely on primary sources; and provide assistance in the design of a dissertation proposal.

INR-695: Dissertation Research and Writing (3 Credits)
Ph.D. Candidates who are finished with classwork and start work on their dissertation enroll for a three-credit research course at a fixed fee. This course is offered in fall and spring terms and is repeated as long as necessary until approved to defend a dissertation.
Course Fee: $365.00

INR-698: Dissertation I (6 Credits)
Students prepare, write, and review the final dissertation with the Dissertation Committee in preparation for defense. Permission of Program Director is required.

INR-699: Dissertation II (6 Credits)
Pre-requisite(s): INR-698 is required and permission of Graduate Program Director.
Students finalize and defend their dissertation before the Dissertation Committee. Permission of Program Director is required.

Management & Business Admin (MGT)

MGT-502: Managing in a Global Economy (3 Credits)
This course presents the backgrounds, patterns and practical management and operations of domestic, international, multinational and global businesses. Consideration will be given to management and organizational theories as they apply to contemporary organizations including manufacturing, hotels, service industries, for-profit, non-profit, social and entrepreneurial ventures. Topics include working with regulations such as European Union (EU), North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), and Normal Trade Relations (NTR)status as it relates to transnational corporations, global trade and global financial flows. The importance of international human resources management working with labor customs and regulation; respecting varying cultural environments; and identifying and developing global competencies will be covered. The interactions between business policies and the host country's sociopolitical and economic environment are investigated. The use of case studies provides practical application of theories to enhance learning. This course should be among the first courses taken in the program.

MGT-503: Business Law (3 Credits)
This course concentrates on the regulatory issues facing organizations, and compliance requirements. The law controlling agency, partnerships and corporations is examined. Emphasis is on the rights, duties and liabilities of principal, agent, partner, shareholder, officer and director. Students also are exposed to a survey of the law as it relates to personal property, real estate, bankruptcy, negotiable instruments, contracts and the Uniform Commercial Code. Students will use case studies as a basis for understanding how legal requirements (including compliance) are applied in a variety of business settings, and how to mitigate legal risk.

MGT-507: Organizational Behavior & Leading People (3 Credits)
Leading people in organizations is a complex interplay between a leader and workplace dynamics. Leaders do not act alone; they function through relationships that exist within the workplace. Thus, one requirement for effectively leading and managing people is to learn how to make sense of organizational life. This course explores the essential principles of guiding individuals within an organizational context, a pivotal component of any managerial role or leadership responsibility. Throughout the course, students will explore a variety of topics and challenges within the domains of organizational behavior, psychology, and human resource management. These encompass understanding and managing individual differences and multiple perspectives, navigating international and cultural considerations, collaborating within groups, whether they are virtual or physically located in different places, motivating individuals, exercising leadership, shaping organizational structures and cultures, steering change processes, fostering empowerment, delegating tasks, facilitating effective communication, and upholding ethical standards in management.

MGT-509: Human Resources Management (3 Credits)
This course will provide students the understanding of the effective uses of human resources as a manager or an employee. Adaptive methods to achieve organizational goals using ethical considerations and legal obligations will be illustrated. The processes used to determine human resource requirements, recruitment, selection, personal career development, and beneficial accommodation of employees in contemporary organizations will be explored through research, discussion, and case analysis.

MGT-510: Managing Business Operations (3 Credits)
This course introduces tools and techniques necessary to assure effective and efficient operations in both service and manufacturing settings. Managerial decision making, forecasting, queuing and inventory control are enhanced by use of techniques such as total quality management (TQM), statistical process control (SPC), supply-chain management, and quantitative evaluation of capacity, location, layout and resource planning. Quantitative Analysis, Calculus and/or Statistics or equivalent or permission of instructor is required.

MGT-513: Managerial Economics (3 Credits)
This course provides an overview of the economic tools and analytical approaches utilized for business decision making. Topics include price setting, forecasting, demand, production and cost analysis, and the macroeconomic environment/policy as a primary influence upon the business environment.

MGT-519: Cross Cultural Awareness in Organization (3 Credits)
The world of work has changed. Cross-cultural skill sets are needed in all aspects of our collective lives- personally, locally, and globally. The course will examine complex topics, such as inclusion, diversity, and intergenerational opportunities, within the areas of cross-cultural competencies and ethics. This course examines cross-cultural awareness in organizations through a combined examination of organizational models and multi-cultural principles and approaches. It will explore models that provide practical tools to bridge the differences that create conflict and that divide people and organized systems. Students will apply theories to practice, discover personal leadership abilities, develop cultural competencies, and integrate learning within their own areas of interest.

MGT-521: Data Visualization for Business Intelligence (3 Credits)
This course exposes students to data analytics, information visualization, and data storytelling for evidence-based decision making in business. Foundational business analytics content is covered, including communicating strategic and ethical business decisions for diverse audiences. appropriate messaging and understanding human biases. With the use of Tableau, a highly regarded business intelligence and analytics software, students will gain hands-on experience through the creation of data visualizations and dashboards.

MGT-524: Entrepreneurial Enterprise (3 Credits)
This course provides the entrepreneurial knowledge and skills to lead an entrepreneurial unit within an organization or develop a new venture. Topics include identifying market opportunities, research and feasibility studies, strategic business planning, operations, sustainability, funding alternatives, marketing strategies, and budgeting.

MGT-525: Social Entrepreneurship and Social Enterprise (3 Credits)
Social entrepreneurship and social enterprise are business models that utilize innovative ideas and the marketplace to help solve difficult social problems. Students in this course will learn how to solve social problems by employing either a for-profit or not-for-profit market-based solution. Students will gain skills to identify, analyze, implement and assess potential enterprises that will create and sustain social value while focusing on the needs of the intended target market.

MGT-528: Quantifying Metrics Through Data Analytics (3 Credits)
This course highlights the principles and techniques required for the acquisition and preparation of data used for strategic decision-making in business. Basic statistical analysis and modeling are covered using analytical tools such as Microsoft Excel. Students will gain an understanding of how to interact with data effectively, draw meaningful insights, and communicate findings through descriptive, prescriptive, and predictive analytics.

MGT-530: Marketing and Consultative Selling (3 Credits)
Students examine the tools and techniques of managing marketing activities and decision-making skills needed for profit and non-profit businesses in the domestic and international marketplace. They explore principles and concepts including product positioning, development and policy; pricing; distribution; effective communication, social media marketing, as well as segmentation, targeting, and positioning to recognize and solve marketing problems. Consultative sales techniques and sales management principles will also be explored.

MGT-531: Managing Diverse High Impact Teams (3 Credits)
This course will provide a framework to view the dynamics of group development. The course will provide practical experience in group dynamics, and in managing groups and teams. Students will learn to identify different group types, establish group norms, understand the evolution of a typical group, and become familiar with ethical issues in leading and managing groups. One essential component of managing diverse high-impact teams is the ability to observe how people interact and to know how or when to intervene within an emergent group situation. Students will explore the various implications that an organization, culture, society, and/or community have on group development.

MGT-533: Personal Leadership Mastery (3 Credits)
Leading in today's world can be fraught with uncertainty, ambiguity, and even chaos. A new type of leader with different skill sets is needed at all levels: personal, professional, local, national, cross-national, global, and planetary. Evidence-based research supports the idea that leadership skills can be learned that enable individuals to step into leadership regardless of rank, role, age, and other differences. These skill sets are both personal and organizational. Through this course, students will explore integrative approaches to enhance personal growth and development. Students will explore how to lead self, how to develop a clear, purpose-driven leadership philosophy, and how to develop personal and interpersonal strategies for effective resilience, energy management, and relationship-building communication.

MGT-535: Systemic Inequalities and Policy (3 Credits)
Leading organizational culture transformation is complex. This course explores the central question of how to create a more just and equitable organizational culture and will provide critical thinking, analytical skills, and tools to examine this question. This course will take a deep look into the systemic inequalities and policies that mitigate against successful organizational cultural transformation. Students will explore the deep-seated causes of systemic inequalities that are rooted in history, organizational theory, and the dominant leadership assumptions of command and control, to provide insight into how these inequalities persist, evolve, and grow. The course will help students develop the skills needed to critically assess organizational and public policies, discern and evaluate the effectiveness of policies developed to address these issues and learn to inquire about the ethical dilemmas associated with implementing reasonable policy initiatives.

MGT-540: Social Justice and Business Ethics (3 Credits)
In response to the extensive globalization of the economy and the explosion of worldwide communications and educational changes, this course takes a global perspective on major corporate ethical, legal and governance issues impacting our daily lives whether as entrepreneurs, managers, business professionals, investors or consumers. Focusing on global business workings, students will examine enduring concepts of what it means to do business in an ethical, legal and just manner. Case studies will be used to explore contemporary applications of shareholder versus stakeholder corporate governance and human rights questions as they impact global business, regarding bribery and corruption, consumer protection, developing economies, worker health and safety, child labor, environmental protection and professional codes of ethics.

MGT-541: Issues and Practices in Environmental, Social and Governance (ESG) (3 Credits)
This course explores global and organizational environmental issues from a social justice and corporate social responsibility perspective. The course foundations of environment, social justice and governance policies are built upon the premise that all people, regardless of race, class, gender, ethnicity, and economic capacity have a right to a clean and safe environment, and access to adequate natural resources. Further, the course examines the implications and challenges of environmental injustices and the need for corporate and social responsibility to correct these issues. Global and sustainable practices are explored in the context of various ethical frameworks, and reasonable policy initiatives.

MGT-542: Business Ethics & Sustainable Management (3 Credits)
In today's global business landscape, ethical considerations and sustainable practices are not only imperatives but also key drivers of long-term success and resilience. This course is designed to explore the intricate relationship between ethical principles and sustainable business strategies. Through a blend of theory, case studies, and practical applications, students will gain the knowledge and skills necessary to lead organizations toward ethical excellence and sustainable growth.

MGT-544: Data Management and Ethics (3 Credits)
Data is a powerful asset that has the potential to drive innovation, inform decision-making, and transform industries. This course examines the proper management of data and databases including data storage, access, and manipulation through tools such as SQL. Particular focus is placed on ethical issues and best practices that govern the handling of data in a variety of contexts. As data stewards and thought leaders, students will learn to navigate the intricate landscapes of data management.

MGT-549: Leading System Change & Transformation (3 Credits)
Leading system-wide change and transformation is a constant challenge in an era of continuous flux. Visionary, interdisciplinary thinking is needed to facilitate human and planetary change and to enhance interdependent cooperative action. This course provides an overview of the skills needed to lead and manage people through change and transformation. It examines several methods and tools through which leaders and managers affect change in organizations, engage people through communication processes, and build capacities for sustaining change. It will explore the unique characteristics of change and transformation dynamics: how individuals often respond to change; how to build trust; how to assess the impact of change on organizational culture, group behavior, interpersonal influences and on organizational design and innovation. Students will have the opportunity to improve skills in areas such as process consultation, leading and managing change, team building, and measuring organizational readiness and effectiveness. Students will apply course material to real world issues, situations, and workplace challenges through a collaborative project.

MGT-550: Non-Profit Management (3 Credits)
This course provides an introduction to non-profit management including topics such as strategy, planning, budgeting, legal issues, non-profit industry, administrative, organizational issues, ethical concerns, service assessment/quality control, board development and governance by volunteers and trustees, management of funding and regulatory issues, theories of philanthropy and legal structure of non-profits.

MGT-552: Non-profit Financial Management (3 Credits)
Including reporting, responsible decision-making based on data, resource allocation (and stewardship of resources), decision and control processes, capital project analysis, expenditures and budgeting. Ethical financial considerations, financial accounting and reporting standards under FASB (Financial Accounting Standards Board), donor-imposed stipulations, functional expenses (mandatory and voluntary), management, fund-raising and management expenses.

MGT-554: Business Foresight and Futuring (3 Credits)
This course introduces the concept of strategic foresight (futures studies, futuring) and its specific application to the business world. The class will explore strategic foresight as a field, including its origins and place in current business thinking. Basic terminology, concepts and theories will also be discussed. Common futures methods will be described and practiced. The class will get an introduction into how businesses and other organizations systematically explore the future and what major trends and emerging issues are impacting their world.

MGT-555: Organizational Transformation and Change (3 Credits)
This course provides an overview of the field of organizational behavior with a focus on organizational culture, group behavior, interpersonal influence and organizational design, change and innovation. This course is centered on effective change management within organizations. Students will have the opportunity to improve skills in areas such as process consultation, managing change, team building and measuring organizational effectiveness.

MGT-556: International Finance (3 Credits)
International Finance will provide students with an understanding of the importance of foreign trade and investment and how to finance and manage associated foreign exchange and capital investment activities. The course introduces Balance of Payments, Currencies and International Parity Concepts, Currencies, Hedging Instruments and Managing Foreign Currency Exposures, International Portfolio & Corporate Investments. At the end of the course students should have a working knowledge of where to secure global trade and investment information, how to translate and manage foreign currency exposures and how to assess international investments.

MGT-557: International Marketing (3 Credits)
Expanding into international markets is a critical success factor for most organizations. In this course, students will learn how to design an effective international marketing campaign. Students will gain a fundamental understanding of the economic, regulatory, legal, and cultural challenges to doing business internationally.

MGT-558: Management of Cyber Opportunities and Threats (3 Credits)
Information is one of the most important assets of today's organizations. Breaches of privacy, hacking of operating systems, and cybercrime including theft of corporate intellectual property can damage an organization's brand integrity, credibility, customer trust, and even their overall value. This course provides an understanding of opportunities and vulnerabilities in cyberspace, and examines advantages and risks of new technology opportunities, risk assessment related to security breaches and privacy, data protection and loss, intellectual property, industrial espionage, vendor and customer relationships, business continuity and resiliency planning. Focus is placed on preventing and mitigating such risks through employee awareness and training, strategic thinking in cybersecurity policy development and disclosure, network security and intrusion prevention measures, contractual agreements with vendors, data recovery plans, incidence response plans, user responsibility agreements, compliance and legal issues.

MGT-562: Managerial Accounting (3 Credits)
Students explore and analyze real world issues in financial planning and analysis with emphasis on preparation of business plans and financial forecasts. Students use accounting software to record, summarize, report and analyze financial information. Six credits of Accounting or equivalent or permission of instructor is required.

MGT-563: Investment Analysis & Portfolio Management (3 Credits)
This course examines the opportunity set of various investment instruments and the theory and practice of constructing and managing investment portfolios reflecting client objectives, risk tolerance and constraints. Topics covered include Modern Portfolio Theory, investment policy, asset allocation, manager selection, trading/hedging and portfolio monitoring/evaluation. Ethical considerations and contemporary developments such as behavioral finance and values based (ESG) investing are also explored.

MGT-564: Managerial Finance and Accounting (3 Credits)
Students become acquainted with the tools and instruments that allow financial managers to successfully manage current operations and predict long term needs. Emphasis is placed on current industry practices with investigations of the investment, financing, and evaluation decisions necessary for organizations to meet their fiduciary responsibilities. The course is designed to show the application of accounting and finance theory to current management issues through the exploration of real world issues in financial planning and analysis with emphasis on preparation of business plans and financial forecasts. Students use accounting software to record, summarize, report and analyze financial information.

MGT-567: Creative Problem-Solving (3 Credits)
This course provides students with both the theoretical and practical applications of creatively solving problems in a wide range of organizational settings including, for example, healthcare, law enforcement, manufacturing, educational institutions, public sector, private sector, for -profit and not-for-profit entities. Students will work collaboratively and cooperatively to learn the connections between innovation, creativity, visualization, memory, thinking, overcoming mental barriers, problem definition, idea generation, idea evaluation, solution implementation and improved communication.

MGT-571: Business Operations & Systems Thinking (3 Credits)
In the modern era, data-driven decision-making is at the forefront of today's complex and interconnected business landscape. The ability to understand, optimize, and innovate in business operations is paramount. This graduate course in Business Operations & Systems Thinking provides an in-depth exploration of the principles, strategies, and analytical tools needed to streamline and enhance business processes. By integrating systems thinking, you will gain a holistic perspective, allowing you to drive efficiency, adaptability, and success in both traditional and cutting-edge industries.

MGT-575: Strategic Management and Business Policy (3 Credits)
Pre-requisite(s): MGT-502, MGT-503, MGT-510, MGT-540, MGT-558, MGT-562 and MGT-567 are required.
This capstone course enables students to concentrate on the determination and implementation of organizational strategy. The student takes the point of view of an administrative leader who must integrate organizational activities such as human resources management, public relations, operations, marketing, finance, production, disaster planning and critical incident management. Major topics are the determination of organizational strategy and the relationship between the personal values of senior administrators. This capstone course must be taken as one of the last two courses in the degree program.

MGT-578: Strategic Foresight and Innovation (3 Credits)
This course is designed to equip students with the knowledge and tools necessary to not only navigate change, but also to proactively shape the future of organizations. Through strategic foresight and innovative thinking, students will gain the insights and strategies needed to anticipate changes, identify new opportunities, and drive innovation that leads to sustainable growth and success.

MGT-581: Special Topics (3 Credits)
Theoretical, procedural and study abroad opportunities of interest to business studies students are offered periodically.

MGT-589: Innovation and Strategic Management (3 Credits)
This course enables students to understand and create a strategic mission, organizational structure, future forecasting and a sustainable, ethical, socially responsible project for a service and/or profit. Students will work on a team project to design and analyze opportunities, strengths, weaknesses and threats of their creative or assistive project for a real organization. This capstone project will include marketing, budgeting, human resource allocations, legal considerations and community impact. This capstone course must be taken as one of the last two courses in the degree program.

MGT-591: Independent Study (3 Credits)
A focused study on a subject outside the graduate catalog. An independent study provides opportunity for original and in-depth research on a specific topic or regional issue of the candidate's interest and professional focus. It is an important part of the curriculum and should be used to supplement existing coursework. A student selects a topic of research from a single field of learning or one which is interdisciplinary and prepares a research paper to be submitted at the end of the semester (recommended minimum of 20 pages). The quality of the research paper should be appropriate to graduate level research. A list of preliminary readings and/or assignments and a means of assessment/evaluation are clearly defined in advance of the study. A minimum GPA of 3.2 is required.

MGT-598: Internship (3 Credits)
Individual work experience or project in an organization (normally off-campus) under the supervision of a practicing professional and structured by a Salve Regina University faculty member. Although the specific nature of the internship varies with the student's academic interest, there should be a close relationship between the program of study and the non-academic setting. The internship is a supervised learning experience for academic credit typically consisting of a minimum of 120 hours for three credits of on-the job experience occurring within a semester.

MGT-5949: Elective, Transfer (3 Credits)

Nursing (NUR)

NUR-148A: Transitioning into Professional Nursing (3 Credits)
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).

NUR-216A: Healthcare Informatics (3 Credits)
This course establishes the foundational knowledge for understanding and practicing nursing informatics in health care settings. It will explore the impact on patient care within the contemporary health care environment and examine a variety of interactive strategies and technologies used to enhance health care delivery to consumers. Core and supporting models and theories for nursing informatics and the sciences that support nursing informatics are studies. Consideration is given to the use of information technology to support decisions that promote safety and quality in patient-centered care, and concerns about protecting information and system integrity are addressed.

NUR-335A: Holistic Health Assessment (3 Credits)
Pre-requisite(s): NUR-216A is required.
This course focuses on the knowledge, procedures and skills required to perform and document a holistic health assessment, diagnosis and plan of patients from across the lifespan and in various settings. Techniques for assessment of the physical, spiritual, psychological and socio-cultural aspects of a patient are presented with special considerations of unique populations and age groups. Assessment skills may be performed in both the nursing lab and in community settings. The use of the nursing process to assess, determine nursing diagnoses, plan, develop interventions and evaluative procedures for health and wellness promotion, illness prevention, and risk anticipation, and the utilization of referral to colleagues will be included. The systematic approach to documentation will be included in the process.

NUR-336A: Research & Evidence-Based Practice (3 Credits)
Pre-requisite(s): STA-173A is required.
This course focuses on the role of the professional nurse as an informed consumer of research and other evidence to facilitate care of individuals, families, groups, and communities. Emphasis is placed on the introduction to the values, characteristics, and process of quantitative and qualitative research. The student examines the research process and develops the beginning skills of analysis and critique of nursing research. Emphasis is placed on the development of clinical reasoning by analyzing published studies related to the delivery of nursing care. The professional responsibility to apply findings to direct patient care and develop best practices in nursing care is presented.

NUR-436A: Aging and End-Of-Life Care (3 Credits)
Pre-requisite(s): Completion of all 300-level nursing courses is required.
Co-requisite(s): NUR-437A is required.
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.

NUR-437A: Experiential Learning: Aging and End-Of-Life Care (3 Credits)
Pre/Co-requisite(s): NUR-436A is required.
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.

NUR-444A: Public Health and Disaster Response Planning (3 Credits)
Pre-requisite(s): Completion of all 300-level nursing courses is required.
Co-requisite(s): NUR-445A is required.
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.

NUR-445A: Experiential Learning: PH and Disaster Preparedness (3 Credits)
Co-requisite(s): NUR-444A is required.
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 investigated. Local, regional and national preparedness will be evaluated with an emphasis on the effect of the local community. Collaboration with the patient and or community partners will provide the basis for appropriate patient-centered, ethical, cost-effective nursing care to vulnerable populations 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.

NUR-446A: Leadership and Management (3 Credits)
Pre-requisite(s): Completion of all 300-level nursing courses is required
This course presents concepts of organizational and systems leadership, quality improvement, risk management and patient safety that promote high quality patient care within institutional and community arenas. Principles of leadership and management are discussed with emphasis on the mission and vision of an organization, models of care delivery, and communication across the continuum of care. After analyzing trends and issues in the current health care system, students will determine ways they can provide the leadership required to affect a positive change within the evolving environment of health care. This course may include fieldwork.

NUR-452A: Nursing Capstone (3 Credits)
Pre-requisite(s): NUR-335A, NUR-336A and NUR-446A are required.
This course is intended to provide a capstone to your studies at Salve Regina, integrating what you have learned in the core curriculum and in your major. The course will reinforce skills that are crucial for professional achievement and life-long learning, including any or all of the following: research, information literacy, creative activity, and experiential learning. Students will write a detailed analysis of a nursing care issue which will include a literature review, proposed solutions to the concern or issue and implications for practice.

NUR-503: Advanced Physiology and Pathophysiology (3 Credits)
System-focused content addresses the normal physiologic and pathologic mechanisms of disease that serve as the foundation for advanced clinical assessment, decision-making, and management. Physiologic changes are compared and contrasted over the life span; and developmental physiology, normal etiology, pathogenesis, and clinical manifestations that are commonly found are addressed.

NUR-505: Foundations of the Advanced Practice Nurse (3 Credits)
Seminar focusing on leadership concepts and professional values as they apply to the advanced practice nurse in a variety of settings at all levels of prevention. This course provides an integration of science-based theory and concepts with an emphasis on role transition and synthesis. Professional issues, collaboration, scope of practice, and advocacy are emphasized.

NUR-511: Global Influences in the Advanced Management of Care (3 Credits)
Global influences are changing advanced nursing health care practice. The course will explore health care policies, regulations, political and legal influences and ethical aspects to provide quality care. Genetics and genomics are expanding and influencing the management of care. Exploring the impact of these influences of care in relation to the role of the advanced practice nurse today and in the future.

NUR-512: Advanced Health Assessment (3 Credits)
Advanced health assessment and diagnostic reasoning focuses on assessment of health status of individuals and families throughout the lifespan addressing cultural and developmental variations. Diagnostic reasoning is emphasized as the decision- making process which differentiates normal from abnormal health states.

NUR-514: Advanced Healthcare Informatics (3 Credits)
This course focuses on application and innovation related to the collection, development, organization, analysis, and dissemination of information and technology in an interdisciplinary health care environment. Students are introduced to the role of the healthcare informaticist, healthcare information systems and the information system life cycle, the electronic health record (EHR), telemedicine, clinical decision-making tools, and other technology useful for enhancing healthcare delivery and patient safety.

NUR-520: Research for Evidence-Based Practice (3 Credits)
This course focuses on the study of scientific research as applied to advanced practice nursing. Emphasis is placed on the role of the advanced practice nurse in research formulation and utilization.

NUR-534: Advanced Care for the Maternal and Family Unit (3 Credits)
Pre-requisite(s): NUR-503 and NUR-512 are required.
Advanced Care within Maternal and Family Unit will delve into the complex assessment and management of the pregnant female, fetus and family unit. Family dynamics and theoretical assessments will be explored. The diverse care of the maternal-fetal unit will be examined to provide holistic management of care incorporating pharmacologic management of health care issues.

NUR-535: Pharmacologic Principles for Advanced Practice Nursing (3 Credits)
Pre-requisite(s): NUR-503 is required.
The study of pharmacologic principles and nursing prescriptive authority for the management of common and complex problems is the focus of this class.

NUR-536: Advanced Care of the Pediatric Patient (3 Credits)
Pre-requisite(s): NUR-503 and NUR-512 are required.
Advanced Care within Pediatrics delves into the complex development, stages and assessments in the management of the pediatric patient. Family dynamics and theoretical assessments will be explored while focusing on the impact to the child. The stages of growth and development impacting advanced practice will be explored. Prescribing and dosing of pharmacological substances will be discussed to understand the impact for the holistic management of care on the pediatric patient. In this course students identify advanced skills to assess, diagnose and manage pediatric health conditions, prevention of chronic diseases, and provide health promotion for the pediatric patient and family unit.

NUR-540: Application of the Advanced Practice Nurse Role I (3 Credits)
Pre-requisite(s): NUR-503, NUR-505, NUR-512 and NUR-535 are required.
This clinical course facilitates implementation of the role of the advanced practice nurse. In consultation with faculty, students select an area of clinical practice and implement advanced clinical decision-making in the provision of evidence-based nursing care with an emphasis on health and wellness. 130 Clinical Hours.
Offering Term(s): Spring Only

NUR-542: Advanced Psychopharmacology Across the Lifespan (3 Credits)
Pre-requisite(s): NUR-535 is required.
This course is designed to provide students with the knowledge and understanding of pharmacological treatments used for psychiatric and mental health conditions. This course includes an examination of the various classes of psychotropic medications, psycho-genomics and prescriptive authority across the lifespan.

NUR-546: Psychiatric Mental Health NP I: Assessment, Diagnostics, Evaluation & Psychotherapies (3 Credits)
This course focuses on the assessment, diagnostic, and evaluation of mental health in the integration of psychotherapies. Topics will cover assessment tools, diagnostic criteria, diagnostic testing, and evaluation process to develop a comprehensive plan of care within mental health.

NUR-550: Advanced Practice Care I (3 Credits)
Pre-requisite(s): NUR-503, NUR-512 and NUR-535 are required.
This course concentrates on the role of the advanced practice nurse in the coordination and management of common health conditions for persons across the life span. Focus is on the assessment, diagnosis, clinical management, and education of persons within primary care settings.

NUR-552: Advanced Practice Care II (3 Credits)
Pre-requisite(s): NUR-550 is required.
This course focuses on the role of the advanced practice nurse in the coordination and management of complex health conditions and restoration of health for persons across the lifespan. The emphasis is on the assessment, diagnosis, management, and education of persons within primary care settings.

NUR-554: Advanced Leadership in Healthcare (3 Credits)
This course explores management and organizational leadership for advanced practice nurses within the health care system. Students will examine health care policy, organizational assessment, effective communication. conflict resolution, diversity in the workplace. and quality improvement initiatives impacting health care and different populations.

NUR-555: Application of the Advanced Practice Nurse Role II (6 Credits)
Pre-requisite(s): NUR-536, NUR-540, NUR-550 and NUR-552 are required.
This clinical course facilitates implementation of the role of the advanced practice nurse. In consultation with faculty, students select an area of clinical practice and implement advanced clinical decision-making in the provision of evidence-based nursing care with an emphasis on common health conditions in primary care settings. 250 Clinical Hours.

NUR-558: Psychiatric Mental Health NP II: Psychogenomics, Psycho-Pharmaco- Management and Counseling (3 Credits)
Pre-requisite(s): NUR-546 is required.
This course focuses on mental health diagnostics, therapeutic modalities, and patient management. Topics related to diagnosis interpretation, therapeutic modalities, psychotherapy and psychopharmacology treatments, and management of mental health conditions across the lifespan are presented.

NUR-565: Application of the Advanced Practical Nurse Role III (6 Credits)
Pre-requisite(s): NUR-536, NUR-540, NUR-550, NUR-552, NUR-555 are required.
This course continues the focus on the clinical development of the advanced practice nurse. The emphasis is on the implementation of interdisciplinary care for complex health conditions in primary care settings. 250 Clinical Hours.

NUR-568: Psychiatric Mental Health NP Ill: Mental Health Across the Lifespan (3 Credits)
Pre-requisite(s): NUR-558 is required.
This course focuses on the advanced practice nursing interventions of mental healthcare across the lifespan. Topics related to informed consent, confidentiality, and ethical rights will be integrated with plans of care. Comprehensive evaluation of family and individual dynamics will be explored to enhance mental health outcomes.

NUR-570: Psychiatric Mental Health Nurse Practitioner Clinical I (3 Credits)
Pre-requisite(s): NUR-558 is required.
Pre/Co-requisite(s): NUR-568 is required and must be taken at the same time as this course.
Psychiatric and Mental Health Nurse Practitioner Clinical I concentrates on the advanced practice nursing role to manage mentaJ health care across the lifespan. The student applies interviewing techniques to gather a comprehensive assessment and diagnosis. The student will integrate mental health promotion, psychoeducation, illness prevention, and management strategies. Students will spend approximately 10 hours per week for direct supervised patient care hours.

NUR-575: Psychiatric Mental Health Nurse Practitioner Clinical II (6 Credits)
Pre-requisite(s): NUR-570 is required.
Psychiatric and Mental Health Nurse Practitioner Clinical II concentrates on the advanced practice nursing role in the coordination and management of complex mental health care across the lifespan. The student will emphasize the assessment, diagnosis, management and education of mental health disorders. The student will integrate mental health promotion, psychoeducation, illness prevention, and management strategies. Students will spend approximately 20 hours per week for direct supervised patient care hours.

NUR-580: Psychiatric Mental Health Nurse Practitioner Clinical III (6 Credits)
Pre-requisite(s): NUR-575 is required.
Psychiatric and Mental Health Nurse Practitioner Clinical Ill concentrates on the advanced practice nursing role in the coordination and management of complex mental health care across the lifespan. The student will emphasize the implementation of assessment, diagnosis, management, interprofessional care and education of mental health disorders. Students will spend approximately 20 hours per week for direct supervised patient care hours.

Philosophy (PHL)

PHL-125A: Philosophy of the Human Person (3 Credits)
This course examines the philosophical literature on the question, what it means to be a human person. Topics such as the material and spiritual dimensions of the human person, the immortality of the soul, ethics and human dignity, and individuality and inter-subjectivity or community will be considered.
Fulfills Core Requirement in Philosophy.
Theme: Creative, Aesthetic, Spiritual Experience.

PHL-225A: Quest for the Good Life (3 Credits)
This course engages the philosophical and ethical literature seeking answers to the question: What makes a life good? We shall explore the roles of reason and faith in the search for the good life and probe subjects such as: happiness, wisdom, justice, and other virtues through study of the great works of philosophers, such as Plato, Aristotle, Augustine, Aquinas, Kant, and Mill. In their company, we will have the opportunity to examine our lives and what makes for a life truly worth living.

Psychology (PSY)

PSY-502: Survey of Behavior Analysis (1-3 Credits)
This course will introduce the profession and practice of behavior analysis by providing an overview of the common occupations and activities associated with the field. The course will include a review of research conducted across the major concentrations of behavior analysis to demonstrate the field's scope of practice and research methodology. *Note: This course is a prerequisite for entering the program. It cannot count toward credit within the ABA program.

PSY-510: Ethics and Professional Conduct (3 Credits)
This course focuses on the information and strategies necessary to practice applied behavior analysis ethically and to establish high standards of professional conduct. The course will include a review and application of the BACB's Ethics Code for Behavior Analysts, various research integrity resources, and relevant BCBA task-list items.

PSY-511: Radical Behaviorism (3 Credits)
Pre-requisite(s): PSY-520 is required.
This course focuses on introducing students to the philosophy underlying behavior analysis. Students will discuss conceptual issues and develop conceptual analyses related to socially significant issues.

PSY-513: Educational Psychology (3 Credits)
This course in Educational Psychology will focus on how students learn and effective teaching practices. A variety of successful teaching strategies will be studied with an emphasis on behavioral techniques that maximize student learning, objective setting, curriculum development, classroom management and assessment of student learning.

PSY-520: Concepts and Principles (3 Credits)
This course focuses on the philosophical underpinnings of behaviorism and the science of behavior analysis. The course includes an introduction to and application of the principles and concepts of behavior analysis to applied issues.

PSY-521: Health Psychology (3 Credits)
This course in Health Psychology focuses on using behavioral principles in the prevention of illness and death and in promoting healthy lifestyle choices. Health damaging personal habits are the leading cause of death in America, therefore there is great importance to learn to assess for behavioral risk factors, to use early prevention techniques and to promote changes to life threatening practices. The emphasis will be on the implementation of behavioral and cognitive strategies for change. The behavioral medicine practices used to manage chronic illnesses and pain control will be studied. Self-management techniques and behavioral indices of change will be emphasized.

PSY-523: Autism Spectrum and Other Developmental Disabilities (3 Credits)
This course will focus on ethical and practical issues when serving individuals with developmental disabilities and ASD as a behavior-analytic practitioner. Topics include the historical development of evidenced-based treatments for these populations, cultural and treatment system interactions, and assessment and treatment techniques.

PSY-525: Mental Health Constructs (3 Credits)
This course will focus on evaluating mental health constructs from a behavioral perspective. Students will learn about issues with the medical model and mainstream diagnostic criteria while applying behavioral conceptualizations to common mental health constructs.

PSY-530: Systematic Evaluation and Methods of Analysis (3 Credits)
This course will prepare future behavior-analytic practitioners to conduct systematic evaluations that are necessary for successful practice. Relatedly, this course will give students the skills they need to critically consume behavior-analytic literature and identify causal relations with confidence.

PSY-531: Consultation (3 Credits)
Pre-requisite(s): PSY-520 is required.
To implement effective behavior analytic services, clinicians must be able to deliver services that meet diverse client needs. This course will teach students to identify important contextual variables and adapt assessment and treatment strategies accordingly. Important contextual variables will include the cultural and ethnic diversity of clients, the setting services are delivered, and other idiosyncratic needs of clients.

PSY-533: Organizational Behavior Management (3 Credits)
This course will focus on workplace applications of behavior analysis. Students will learn about organizational behavior management assessments and interventions.

PSY-535: The Experimental Analysis of Behavior (3 Credits)
Pre/Co-requisite(s): PSY-520 and PSY-530 are required.
The purpose of this course is to expose students to basic principles of learning that have been developed through the experimental analysis of behavior. The course will also focus on conceptual frameworks and ways to use basic principles to support behavior-analytic research and practice.

PSY-540: Intervention (3 Credits)
Pre-requisite(s): PSY-520 is required.
This course focuses on the skills necessary to select and implement effective behavior analytic intervention and treatment. The course includes review and practice of function-based intervention to address problem behaviors, procedures targeting skill and communication development, and other crucial behavior change techniques.

PSY-542: Behavior Analysis and Societal Issues (3 Credits)
The purpose of this course is to expose students to the behavioral analysis of pervasive societal issues focused around the Sisters of Mercy's Critical Concerns. Issues discussed in the course will include the five critical concerns prioritized by the Sisters of Mercy (earth, immigration, nonviolence, racism, and women) in addition to other social issues like education, mental health, drug abuse, criminal justice, and poverty. By reviewing this range of issues that can be understood and addressed through the science of behavior, students will form a deeper connection to Salve's mission and interest in using behavior analysis to address large-scale social issues.

PSY-550: Assessment Interventions (3 Credits)
Pre-requisite(s): PSY-520 is required.
This course focuses on the foundational skills of analyzing behavior with applied behavior analytic methodology. The course includes a review and practice of assessment procedures related to functional behavior assessments, skill and language assessments, and other supplemental behavioral assessments.

PSY-551: Critical Thinking and Decision Making in Psychology (3 Credits)
This course focuses on developing the skills the student needs to discriminate evidence-based programs from those based on pseudoscience and "pop" psychology. On completion of this course, the student will have an understanding of the social and cognitive variables involved in decision making, why apparently irrational decisions hold such attraction and how we can think more carefully about evidence that we should and shouldn't trust.

PSY-560: Supervision & Systems (3 Credits)
Pre-requisite(s): PSY-520 is required.
This course focuses on the skills necessary to effectively supervise applied behavior analytic assessment and treatment in practical settings. The course will include a review and application of evidence-based supervision practices, systems analyses, and training procedures.

PSY-570: Practicum I (3 Credits)
This course is designed for students who have not yet taken another ABA practicum. Practicum is designed to provide students with supervised experience working with populations of need and practicing the material learned in their coursework. To accommodate a wide range of student interest, multiple sites are available that specialize in different areas of applied behavior analysis and work with different populations. Permission of instructor is required.

PSY-571: Practicum II (1-3 Credits)
This course is designed for students who have already completed at least one semester of practicum. Practicum is designed to provide students with supervised experience working with populations of need and practicing the material learned in their coursework. To accommodate a wide range of student interest, multiple sites are available that specialize in different areas of applied behavior analysis and work with different populations. Permission of instructor is required.

PSY-580: Individual Research (1-3 Credits)
Pre-requisite(s): PSY-520 and PSY-530 are required.
This course will empower students to be active participants in the research process from question formulation to presenting findings. The course will discuss the etiology of research questions, the value of research in behavior analysis, and how to embed research in a variety of contexts using a variety of methods. The class will be collaborative (with the instructor and with students) and rarely use a lecture format.

PSY-585: Thesis Research and Writing (1-3 Credits)
Pre/Co-requisite(s): PSY-520 and PSY-530 are required.
Thesis research is focused on helping students to develop competence in conducting behavior analytic research. Students may decide to write a six-credit thesis under appropriate faculty direction and with the permission of the program director. Details are established prior to registration and in consultation with the thesis supervisor and the program director.

PSY-590: Advanced Seminar in Behavior Analysis (3 Credits)
Pre-requisite(s): PSY-520, PSY-530, PSY-540 and PSY-550 are required.
This course will provide students with the tools necessary to critically analyze and apply advanced behavior analytic philosophy, concepts, and principles to practice. This course will strengthen the foundational knowledge necessary to successfully practice applied behavior analysis by exposing students to important content areas related to obtaining the Board Certified Behavior Analyst (BCBA) credential and practicing as such. By the end of the course, students will be fluent in the skills needed to address research, conceptual, and professional issues in applied behavior analysis.

PSY-599: Special Topics (3 Credits)
Special topics courses vary each semester and include advanced topics in Applied Behavioral Analysis or related fields. Example courses include Verbal Behavior, Legislation and Regulations in Special Education, Curriculum and Program Development, Relational Frame Theory, and more.

PSY-613: Educational Psychology (3 Credits)
This course in Educational Psychology will focus on how students learn and effective teaching practices. A variety of successful teaching strategies will be studied with an emphasis on behavioral techniques that maximize student learning, objective setting, curriculum development, classroom management and assessment of student learning.

PSY-621: Health Psychology (3 Credits)
This course in Health Psychology focuses on using behavioral principles in the prevention of illness and death and in promoting healthy lifestyle choices. Health damaging personal habits are the leading cause of death in America, therefore there is great importance to learn to assess for behavioral risk factors, to use early prevention techniques and to promote changes to life threatening practices. The emphasis will be on the implementation of behavioral and cognitive strategies for change. The behavioral medicine practices used to manage chronic illnesses and pain control will be studied. Self-management techniques and behavioral indices of change will be emphasized.

PSY-623: Autism Spectrum and Other Developmental Disabilities (3 Credits)
This course will focus on ethical and practical issues when serving individuals with developmental disabilities and ASD as a behavior-analytic practitioner. Topics include the historical development of evidenced-based treatments for these populations, cultural and treatment system interactions, and assessment and treatment techniques.

PSY-625: Mental Health Constructs (3 Credits)
This course will focus on evaluating mental health constructs from a behavioral perspective. Students will learn about issues with the medical model and mainstream diagnostic criteria while applying behavioral conceptualizations to common mental health constructs.

PSY-630: Advanced Research Methods (3 Credits)
This course will focus on advanced research methodology that can be used to analyze complex behaviors and behavior analytic interventions. Upon completing the course, students will be able to select, use, and adjust appropriate research methods to address nuanced and complicated research questions.

PSY-631: ABA Consultation (3 Credits)
To implement effective behavior analytic services, clinicians must be able to deliver services that meet diverse client needs. This course will teach students to identify important contextual variables and adapt assessment and treatment strategies accordingly. Important contextual variables will include the cultural and ethnic diversity of clients, the setting services are delivered, and other idiosyncratic needs of clients.

PSY-633: Organizational Behavior Management (3 Credits)
This course will focus on workplace applications of behavior analysis. Students will learn about organizational behavior management assessments and interventions.

PSY-636: Experimental Analysis of Behavior II (3 Credits)
The purpose of this course is to help students further develop competence in understanding how principles of behavior are discovered and described in the context of basic behavior analytic research. Upon completion of the course, students will be able to identify, translate, and utilize basic research strategies that contribute to the development and understanding of the principles of behavior.

PSY-640: Current & Professional Issues Behavior Analysis (3 Credits)
This course focuses on teaching students to engage in meaningful scientific discourse in oral and written formats. The course will focus on students engaging with current and professional issues in behavior analysis and will span applied to experimental topics.

PSY-642: Behavior Analysis & Societal Issues (3 Credits)
The purpose of this course is to expose students to the behavioral analysis of pervasive societal issues focused around the Sisters of Mercy"s Critical Concerns. Issues discussed in the course will include the five critical concerns prioritized by the Sisters of Mercy (earth, immigration, nonviolence, racism, and women) in addition to other social issues like education, mental health, drug abuse, criminal justice, and poverty. By reviewing this range of issues that can be understood and addressed through the science of behavior, students will form a deeper connection to Salve's mission and interest in using behavior analysis to address large-scale social issues.

PSY-651: Critical Thinking and Decision Making in Psychology (3 Credits)
This course focuses on developing the skills the student needs to discriminate evidence-based programs from those based on pseudoscience and -pop" psychology. On completion of this course, the student will have an understanding of the social and cognitive variables involved in decision making, why apparently irrational decisions hold such attraction and how we can think more carefully about evidence that we should and shouldn't trust.

PSY-672: Practicum III (3 Credits)

This course is designed for behavior analysis doctoral students or advanced master's level students seeking advanced clinical experience. Practicum is designed to provide students with supervised experience working with populations of need and practicing the material learned in their coursework. To accommodate a wide range of student interests, multiple sites are available that specialize in different areas of applied behavior analysis and work with diverse populations. *This course should only be taken one time.

PSY-673: Practicum IV (1-3 Credits)

This course provides advanced behavior analysis doctoral students with additional clinical experiences to help them develop as skilled clinicians. To accommodate a wide range of student interests, multiple sites are available that specialize in different areas of applied behavior analysis and work with different populations. -This course can be taken multiple times by students who want additional experience.

PSY-675: Behavior Analysis: College Teaching (1-3 Credits)

This course trains behavior analysis doctoral students to provide effective college instruction and teaching strategies. Students will learn to select appropriate course materials; scope, structure, and sequence lessons; lecture; maximize student engagement; lead discussions and evaluate student outcomes. *This course can be taken multiple times by students who want additional experience.

PSY-680: Individual Research (3 Credits)

This course will empower students to be active participants in the research process from question formulation to presenting findings. The course will discuss the etiology of research questions, the value of research in behavior analysis, and how to embed research in a variety of contexts using a variety of methods. The class will be collaborative (with the instructor and with students) and rarely use a lecture format.

PSY-690: Dissertation Research and Writing I (1-3 Credits)

Dissertation research focuses on helping students develop competence in conducting behavior-analytic research. Doctoral students must take at least six total dissertation research and writing credits to meet their degree requirements. This section of dissertation credits focuses on proposing and beginning the research.

PSY-691: Dissertation Research and Writing II (1-3 Credits)

Dissertation research focuses on helping students research. Doctoral students must take at least six total dissertation research and writing credits to meet their degree requirements. This section of dissertation credits focuses on finishing and defending the research. This section should only be taken during the semester that the student defends their dissertation.

PSY-699: Special Topics (3 Credits)

Special topics courses vary each semester and include advanced topics in Applied Behavioral Analysis or related fields. Example courses include Verbal Behavior, Legislation and Regulations in Special Education, Curriculum and Program Development, Relational Frame Theory, and more.

Rehabilitation Counseling (RHB)

RHB-504: Motivational Interviewing (3 Credits)

This course will focus on developing students' competency in Motivational Interviewing (MI). Emphasis is placed on the development of basic listening and reflecting skills. The impact of age, gender, disability, and ethnic diversity on the counseling process is explored. MI is a method of guided conversation designed to enhance motivation for positive change. Students learn how to help clients examine and resolve their ambivalence to make change. Through triadic work, students practice the techniques of MI and adopt its spirit as a facilitative style for developing interpersonal relationships. Motivational Interviewing is recognized by the Substance Abuse and Mental Health Services Administration as an evidence-based practice. Upon successful completion of the course, students will have developed proficiency in a SAMHSA evidence-based practice.

RHB-522: Practicum and Seminar (3 Credits)

Pre-requisite(s): COU-500 or RHB-506, COU-501 or RHB-508, COU-502 or RHB-510, COU-503 or RHB-509, COU-506 or RHB-500, COU-513 or RHB-513, COU-515 or RHB-515, COU-518 or RHB-518, COU-526 or RHB-516, COU-527 or RHB-517 and RHB-504 RHB-540 RHB-550 COU-541 are required.

Pre/Co-requisite(s): COU-505 and COU-535 must be taken previously or at the same time.

The counseling practicum in Clinical Rehabilitation Counseling fosters professional growth, knowledge, and skills development along with an awareness of the counseling process and issues that affect service delivery for clients. It is the student's first immersion experience in a clinical setting. Students are expected to complete an average of 10+ hours per week in the field as a clinical counselor in training, supervised by an on-site counselor approved by the University. Students are required to complete 100 hours by the end of the semester. There is a seminar class that accompanies the clinical component where students will also participate in a class presenting clinical cases, submitting recordings for review, and journals reflecting their experiences. Evaluations that indicate a student is not at skill competency in this course will require the student complete a Professional Development Plan. This is to provide additional direction and assistance in gaining skill competency. For CRBC students, this replaces RHB 521: Practicum II and Seminar.

RHB-536: CBT and DBT Skills (3 Credits)

Pre-requisite(s): COU-500, COU-501, COU-502, COU-503 are required.

This course provides a comprehensive overview of past and current psychotherapeutic approaches with the primary focus being placed on the cognitive behavioral, evidence-based therapeutic intervention, Cognitive Behavioral Therapy (CBT) and Dialectical Therapy (DBT) used for the treatment of people with Borderline Personality Disorder {BPD} as well as other mental health related issues. Students gain insight into the practical application of this intervention through discourse and subsequent practice with fieldwork application in their clinical courses. Additionally, this seminar addresses principles of crisis intervention for people with mental health disabilities during crises, disasters, and trauma-causing events. Students learn to implement effective crisis assessment tools for clients that are in overwhelming emotional turmoil and recommend the appropriate clinical intervention(s) based on the aforementioned.

RHB-540: Medical and Psychosocial Aspects of Chronic Illness and Disability (3 Credits)
Pre-requisite(s): RHB-550 is required.
Counselors need expertise concerning the medical aspects of disabilities when working with clients with mental health issues. Clients typically experience a variety of co-occurring medical and functional issues that impact their ability to achieve wellness, independence and have a good quality of life. Major types of disabilities are examined and explored in relationship to the psychosocial impacts of a disability for the clients. The implications of chronic illnesses on clients' functioning in their personal, social, occupational and independent living are examined. Students acquire working knowledge of the use of community resources and the medical knowledge to work with interdisciplinary teams to assist in the development of appropriate individualized rehabilitation treatment plans. Students develop an understanding of the basis for the diagnostic and prognostic judgments in assessing a client's functional capacity.

RHB-550: Foundations of Rehabilitation Counseling (3 Credits)
Rehabilitation counseling is a critical specialization within the counseling profession. Within this course, students will learn about the rich history including major disability laws that have impacted attitudes and practice; a philosophy of rehabilitation counseling; the professional identity, roles and settings of rehabilitation counselors; the standards of practice, legal and ethical issues and responsibilities of rehabilitation counselors; various models for understanding disability with specific attention to the biopsychosocial model; assessment; rehabilitation relevant research; vocational rehabilitation systems and practice; assistive technology; major concepts that guide rehabilitation counseling {including independent living, universal design, functional capacity and inclusion}; self-assessment; and counselor awareness related to disabilities and how it can impact counselor/client relationships.

RHB-570: Internship I and Seminar (3 Credits)
Pre-requisite(s): COU-500or RHB-506, COU-501 or RHB-508, COU-502 or RHB-510, COU-503 or RHB-509, COU-513 or RHB-513, COU-518 or RHB-518, RHB-521 or RHB-522, and RHB-540 and RHB-550 are required.
Internship I and Seminar is the second (out of 3) course in the Rehabilitation Counseling clinical sequence. Student interns will practice clinical counseling skills in clinical field placements approved by the internship coordinator. Students will complete 300 direct and indirect clinical hours in community organizations and attend a weekly seminar to discuss and process experiences, examine ethical practice, and further develop counseling skills and knowledge for professional practice. The agency experience must be primarily focused on providing direct rehabilitation and mental health counseling services. The experience should include group work as well as individual one to one counseling services. The internship must be supervised for an average of one hour per week by a MA level counselor who meets the University requirements for a supervisor. Seminar requirements for this class are subject to change based on RI LMHC licensure requirements.

RHB-571: Internship II & Seminar (3 Credits)
Pre-requisite(s): COU-500 or RHB-506, COU-501 or RHB-508, COU-502 or RHB-510, COU-503 or RHB-509, COU-513 or RHB-513, COU-518 or RHB-518, RHB-521 or RHB-522, and RHB-540, RHB-550 and RHB-570 are required.
Internship II and Seminar is the final course in the Rehabilitation Counseling specialization clinical sequence. Student interns will continue to hone clinical counseling skills in clinical field placements approved by the internship coordinator. Students will complete 300 direct and indirect clinical hours in community organizations and attend a weekly seminar to discuss and process experiences, examine ethical practice, and further develop counseling skills and knowledge for professional practice. The agency experience must be primarily focused on providing direct rehabilitation and mental health counseling services. The experience should include group work as well as individual one to one counseling services. The internship must be supervised for an average of one hour per week by a MA level counselor who meets the University requirements for a supervisor. Requirements for this class are subject to change based on RI LMHC licensure requirements.

RHB-581: Special Topics (3 Credits)
Special topics courses related to rehabilitation and addictions counseling content are offered on an annual basis.

RHB-603: Psychopharmacology Mental Health (3 Credits)
Pre-requisite(s): COU-500 or HLC-506 or RHB-506. COU-501 or HLC-508 or RHB-508. COU-502 or HLC-510 or RHB-510. COU-503 or HLC-509 or RHB-509. RHB-504 or HLC-505 and COU-506 or HLC-500 or RHB-500 are required.
This course will examine the fundamentals of drug pharmacology and drug interactions. Lectures will review current psychotropic medication protocols as well as herbal and nutraceutical complements to psychotherapy and therapeutic interventions.

Religious & Theological Studies (RTS)

RTS-225A: The Quest for the Ultimate: Dialogue with Global Religious Traditions (3 Credits)
The Catholic tradition places high value on thinking seriously about spiritual matters. It also places high value on thinking together, rather than alone. In this exciting yet dangerous time of global pluralism, religious traditions are very much in dialogue, thinking together about ultimate questions and how they impact peoples' lives. In this class, students will bring their own spiritual perspectives into dialogue with the great religions of the world, and in keeping with the Mercy tradition, consider how religious vision impacts concrete human needs.
Fulfills Core Requirement Faith and Reason.

RTS-337A: Biomedical Ethics (3 Credits)
Pre-requisite(s): RTS-225 is required.
Recent advances in medical and biotechnology have allowed humans in wealthy countries like the United States to address many problems that just a few decades ago would have been inconceivable to overcome. These advances enable us to improve the quality of our lives, overcome obstacles to procreation, replace organs, and extend our life on Earth. At the same time, they have raised many questions, particularly of an ethical nature: What is the nature of illness and health? What is necessary for a high-quality human life? What ethical values should be honored in the patient-physician relationship? Can lives be extended too long? Should life ever be terminated, and if so, under what conditions? What methods of human reproduction are legitimate and which raise moral concerns? Do medical and biotechnologies threaten to reduce some humans to mere tools for other humans? Who receives the benefits of new medical and biotechnology, who is excluded, and on what basis? Does every individual have a right to health care? These questions, in turn, sink their roots into even deeper questions. What is human nature and when do we violate it? How do moral and spiritual values relate to biological and physical values? How do religious worldviews, and in particular Christianity, understand illness and health, life and death? The goal of this course is to enable students to reflect on these and similar questions in an interdisciplinary manner.
Fulfills Core Requirement in Religious and Theological Studies.
Theme: What is Western Heritage?-Ancient and Modern.

Sociology and Anthropology (SOA)

SOA-249A: Global Health (3 Credits)
This course is designed to explore and analyze the social contexts of health, illness, and the body. We will investigate how anthropologists and sociologists approach health and disease from a bio-cultural understanding. For instance, how do sociocultural systems shape perceptions of the body, disease patterns and notions of healing? How do healing systems vary across cultures? How are infectious diseases shaped by political and economic factors? Analysis of how Western medical sciences influence our understanding of the body will also be studied.
Fulfills Core Requirement in Social Sciences.
Theme: Building Global Awareness.

Statistics (STA)

STA-173A: Statistical Methods (3 Credits)
This course will address a broad spectrum of fundamental statistics concepts. The topics include exploratory data analysis, basic probability distributions, sampling distributions, interval estimations, hypothesis testing, and significance testing (P-Values) with single, paired and two-sample problems.

University Seminar (UNV)

UNV-102A: University Seminar II (3 Credits)
University Seminar II challenges students to deepen the connection between writing and thinking, equip them with the necessary skills to effectively develop ideas and argument through academic writing, and prepares them for a variety of writing that they will encounter throughout the course of their studies at Salve Regina. Students choose from a wide range of topics for this writing intensive course.

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Ph.D., Oklahoma State University
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M.A., Villanova University
M.Ed., Ed.D., Harvard University
Professor Emerita/Management/Mathematics

Chancellor

Thomas Arruda
B.S., University of Massachusetts Dartmouth
Ph.D., Northeastern University
Associate Professor/Chemistry

Norma M. Bailey
B.A., Mary Washington College
M.A., Catholic University of America
Ph.D., University of Wisconsin
Professor/English, Communications, and Media

Belinda Barbagallo
B.S., Worcester Polytechnic Institute
Ph.D., University of Massachusetts Medical School
Assistant Professor/Biology and Biomedical Sciences

Kimberly Behan
B.S., University of Rhode Island
M.S., Rhode Island College
Ed.D., Johnson and Wales University
Lecturer/Education

Elizabeth Bloom
B.S.N., M.S.N., Ph.D., University of Rhode Island
Associate Professor/Nursing

Brian Boeninger
B.A., University of Colorado, Colorado Springs
Ph.D., University of Notre Dame
Lecturer/Philosophy

Jennifer K. Bonoff
B.A., Yale University
M.S., Northeastern University
Assistant Professor/Business and Economics/Marketing

Jennifer Booth
B.A., M.A., Salve Regina University
Ed.D., Johnson and Wales University
Lecturer/Education

Jenna Boyle
MSN, Framingham State University
Lecturer/Nursing

Luigi Bradizza
B.Sc., University of Toronto
M.A., Boston College
Ph.D., University of Dallas
Professor/Political Science

Mary Brennan
Ph.D. Temple University
M.A. SUNY Stony Brook
M.A.L.A. St. John's College
B.A. St. Mary's College of Maryland
Assistant Professor/Philosophy

John Buckley
FSC B.A., Catholic University of America
M.A., Manhattan College
Ph.D., New York University Professor Emeritus/History

Michael Anton Budd
B.S., University of Oregon
M.A., Ph.D., Rutgers University
Professor/History

Natalie Buddiga
B.A. Binghamton University
M.A. University of Nevada, Reno
Ph.D. University of Nevada, Reno
Assistant Professor/Psychology

Lorrie Taylor Burns
B.S., University of Rhode Island
M.A., Providence College
Lecturer/Business and Economics

Emily Colbert Cairns
B.A., Hamilton College
M.A., Ph.D., University of California, Irvine
Associate Professor/Modern Languages

Patrick Campbell
B.S., Bridgewater State University
Ph.D., University of Massachusetts, Amherst
Affiliate Assistant Professor/Political Science

Troy Catterson
B.A, University of Hawaii, Manoa
M.A., Ph.D., Boston University
Associate Professor/Philosophy

Jameson F. Chace
B.S., Eastern Connecticut State University
M.A., Ph.D., University of Colorado
Professor/Biology/Cultural, Environmental, and Global Studies

Debra Cherubini
B.S., Salve Regina University
M.S.N., University of Rhode Island
Ph.D., Capella University
Professor/Nursing

Peter Colosi
B.S., Franciscan University
M.A., St. Bonaventure University
M. Phil., Ph.D., International Academy of Philosophy
Associate Professor/Philosophy

Patricia Combies
RSM B.A., Salve Regina University
M.A., Rhode Island College
Ph.D., Carnegie Mellon University
Professor Emerita/English, Communications and Media

Craig Condella
B.S., University of Scranton
M.A., M. Phil., Ph.D., Fordham University
Associate Professor/Philosophy/Cultural, Environmental, and Global Studies

Carmel M. Coughlan
B.A., University of Ulster, Northern Ireland
M.B.A., Salve Regina University
Senior Lecturer/Business and Economics

Daniel M. Cowdin

B.A., Stanford University
M.A., Colorado State University
M.A., M.Phil., Ph.D., Yale University
Professor/Religious and Theological Studies

Debra Curtis
B.A., Keene State College
M.P.H. San Jose State University
Ph.D., Rutgers University
Associate Professor/Sociology/Anthropology/Cultural, Environmental, and Global Studies

Peter A. Davis
B.A., M.Mus., University of Rhode Island
Senior Lecturer/Music, Theatre and Dance/Music

Thomas Day
B.A., St. Joseph's University
M.A., Ph.D., Columbia University
Professor Emeritus/Music, Theatre and Dance

Dean E. de la Motte
B.A., University of California at Santa Barbara
M.A., Ph.D., University of North Carolina, Chapel Hill
Professor/French and Comparative Literature

Edward Dougherty
B.S. Syracuse
M.S. Tufts University
Ph.D. Virginia Tech University
Associate Professor/Mathematical Sciences

Regina Dublin
B.S.N., Salve Regina University
M.S., Walden University
Lecturer/Nursing

Myra E. Edelstein
B.S., M.S., Ed.D., University of Massachusetts, Amherst
Associate Professor/Business and Economics

Bert S. Emerson
B.F.A., Swain School of Design
M.A.T., Rhode Island School of Design
Associate Professor/Art and Art History

Madeleine Esch
B.A., University of St. Thomas
M.A., University of Iowa
Ph.D., University of Colorado at Boulder
Associate Professor/English, Communications and Media

Elizabeth Fitzgibbon
B.A., M.S. Long Island University
Ph.D., Boston University
Associate Professor/Associate Dean for Undergraduate Studies/ Mathematical Sciences

Thomas P. Flanagan
B.S. M.Ed., Boston University
M.S., Salve Regina University
Associate Professor/Business and Economics

Arthur Frankel
B.S., M.A., State University of New York, New Paltz

Ph.D., Dartmouth College
Professor Emeritus/Psychology

Kaitlin Gabriele-Black
B.A. Houghton College
M.A. Boston College
M.A. Ph.D. Clark University
Associate Professor/Psychology

Symeon A. Giannakos
B.A., Plymouth State
M.A., Ph.D., University of Virginia
Professor/Political Science/International Relations

Carol E. Gibbons
B.A., Merrimack College
M.A., Ph.D., University of Rhode Island
Professor Emerita/Mathematical Sciences

Sally Gomaa
B.A., Alexandria University
M.A., University of Massachusetts, Dartmouth
Ph.D., University of Rhode Island
Associate Professor/English, Communications, and Media/ Cultural, Environmental, and Global Studies

Victoria Gonzalez
B.A., Vassar College
M.A., Boston College, Rutgers University
Ph.D., Rutgers University
Assistant Professor/Cultural, Environmental, and Global Studies/Sociology

Jodie Goodnough
B.A. Montclair State University
M.F.A., School of the Museum of Fine Arts, Boston and Tufts University
Associate Professor/Art and Art History

Nancy Gordon
B.A., Elmira College
M.A., American University
Ed.D., Harvard University
Associate Professor/Holistic Counseling, Leadership, Expressive Arts

Alice Tesch Graham
B.S., Florida State University
M.Ed., University of North Florida
Ph.D., University of Florida
Professor/Education

Emma Grauerholz-Fisher
B.S., M.S., Ph.D., University of Florida, Gainesville
Assistant Professor/Psychology

Lindsay Green-Gavrielidis
B.S., M. Sc., Northeastern University
Ph.D., University of New Hampshire, Durham
Assistant Professor/Biology and Biomedical Sciences

Lindsay Guarino
B.F.A., State University of New York, Buffalo
M.F.A., University of Arizona, Tucson
Associate Professor/Music, Theatre, Dance/Dance

Ilana Haliwa
B.A., University of North Carolina, Chapel Hill

M.P.H., Nova Southeastern University
M.S., West Virginia University
Ph.D., West Virginia University
Assistant Professor/Psychology

Donna Harrington-Lueker
B.A., Merrimack College
M.A., Ph.D., University of Illinois
Professor/English, Communications, and Media

Erin Harte
B.A., Emory University
M.F.A., Brooklyn College
Affiliate Assistant Professor/English, Communications, and Media
Director Writing Center

Robert Hehl
B.A., University of Rhode Island
M.A., US Naval Postgraduate School, Monterey, CA
Lecturer/Criminal Justice and Criminology

Jean Ann Helger
DNP, Salve Regina University
Assistant Professor/Nursing

Jayme Hennessy
B.Mus., Barrington College
M.A., Providence College
S.T.L., S.T.D., Weston Jesuit School of Theology
Professor Emerita/Religious and Theological Studies

Zuleida Herba
Ph.D. (candidate) Lesley University
M.S. Palm Beach Atlantic University
B.S. Florida State University
Assistant Professor/Rehabilitation Counseling

Khadine Higgins
B.A., Lawrence University
Ph.D., University of Massachusetts, Amherst
Assistant Professor/Chemistry

Benjamin Hohman
Ph.D., Boston College
Assistant Professor/Religious and Theological Studies

Robin Hoffmann
B.A., New York University
J.D., Rutgers University
Professor Emerita/Criminal Justice and Criminology

Yvan Yenda Ilunga
B.A., University of Lubumbashi
B.A., University of the Western Cape
M.A., University of Cape Town
M.S., Ph.D., Rutgers University-Newark
Assistant Professor/Political Science/International Relations

Craig Irving
M.S. University of Rhode Island

B.S. Salve Regina University
Lecturer/Biology

Gregg Johnson

A.S., A.A.S., Ulster College
B.B.A., Pace University
M.B.A., Clarkson University
Lecturer/Business and Economics

Ikea Johnson
B.A., M.L.A., Auburn University- Montgomery
Ph.D., Louisiana State University
Assistant Professor/English, Communications, and Media

Ernest Jolicoeur
B.F.A., Rhode Island College
M.F.A., Yale University
Associate Professor/Art and Art History

Stephanie Jones
B.A., Rollins College
M.S., Ph.D., West Virginia University
Assistant Professor/Psychology

Amy Joyce
B.S., Georgetown University
M.S., University of Colorado, Denver
Lecturer/Nursing

Paul Joyce
B.A., Clark University
M.A., Boston University
Ph.D., Northeastern University
Assistant Professor/Criminal Justice and Criminology

Hyoyeun Jun
B.A., B.B.A., Seoul Women's University, Seoul
M.A., Ph.D., University of Georgia, Athens
Assistant Professor/English, Communications, and Media

Sharon Keating
B.S., Boston College
M.S., University of Rhode Island
Ph.D., University of Massachusetts, Dartmouth
Assistant Professor/Nursing

Bonnie Kennedy
B.S., M.S., University of Rhode Island
Lecturer/Business and Economics/Accounting

Nathaniel Kitchel
B.S. Colorado State University
B.A. Colorado State University
M.A. Northern Arizona University
Ph.D. University of Wyoming
Assistant Professor/Art and Art History/Cultural Historic Preservation

Abigail Kojoian
M.S., Tufts University
Visiting Lecturer/ Mathematical Sciences

Joseph W. Lacouture
B.A., Rhode Island College
M.F.A., West Virginia University
Professor Emeritus/Art and Art History

Theresa Ladrigan-Whelpley
B.H.S. Villanova University
M.Div. Emory University

Ph.D. Graduate Theological Union
Assistant Professor/Religious and Theological Studies
Vice President for Mission Integration

Harold E. Lawber, Jr.
B.A., M.E., North Carolina State University
Ph.D., University of Connecticut
Professor Emeritus/Business and Economics

Katherine M. Lawber
B.A., Stonehill College
M.A., Purdue University
Diplome, Universite de Nice
Ph.D., University of Minnesota
Professor Emerita/Modern Languages

William P. Leeman
B.A., Providence College
M.A., Ph.D., Boston University
Professor/History

Terri Legare
B.S.N., Rhode Island College
M.S.N., Framingham State University
Assistant Professor/Nursing

Brian Leite
B.A., Rhode Island College
MBA, Providence College
DBA, DePaul University
Assistant Professor/Graduate Program Director/Business and Economics

Luis Lopez-Preciado
B.A., Universidad del Valle de México
M.A., University of Texas at Austin
Ph.D., University of Miami
Assistant Professor/Business and Economics

Anthony LoPresti
B.S., Georgetown University
M.A., Ph.D., Boston College
Professor/Religious and Theological Studies

Johnelle Luciani
RSM B.A., Salve Regina University
M.A., M.S.W., Rhode Island College
C.A.S., Ph.D., University of Pennsylvania
Professor Emerita/Social Work

James M. Ludes
B.A., Providence College
M.A., Ph.D., Georgetown University
Assistant Professor/History
Vice President for Public Relations and Initiatives
Director/Pell Center for International Relations and Public Policy

Debra Lundin
B.A., Eckerd College
M.S., University of Rhode Island
Lecturer/Biology

Mary Lou Lyons
B.A., Hollins College
M.S., MGH Institute of Health Professions

Lecturer/Nursing

Elizabeth Magriby
B.S. Salve Regina University
D.N.P. Brandman University
Assistant Professor/Nursing

Elaine Mangiante
B.A., M.A., Ph.D., University of Rhode Island
Associate Professor/Education

Anthony F. Mangieri
B.A., Pace University
M.A., Hunter College
Ph.D., Emory University
Associate Professor/Art and Art History

Rita Marcotte
B.S., University of Rhode Island
M.B.A., Johnson and Wales University
Lecturer/Business and Economics/Accounting

Paula J. Martasian
B.A., M.A., Ph.D., University of Rhode Island
Associate Professor/Psychology

Anna Matos-Mournighan
B.A., Rutgers University
M.S., Worcester State University
D.H.S., Massachusetts College of Pharmacy and Health Sciences
Visiting Assistant Professor/Graduate Program Director/Healthcare Administration and Management

Elizabeth McAuliffe, RSM
B.A., Salve Regina University
M.S.T., University of New Hampshire
Ed.D., Pennsylvania State University
Associate Professor/Education

Donna McCadden
B.A., Providence College
M.A.T. University of North Carolina, Chapel Hill
Lecturer/Mathematical Sciences

Ellen F. McCarty
B.S., Salve Regina University
M.S., Boston University
Ph.D., Boston College
Professor Emerita/Nursing

Michelle McCarthy
B.S., Salve Regina University
M.S.N., University of Phoenix
Assistant Professor/Nursing

Jen McClanaghan
B.A., Antioch College
M.F.A., Columbia University
Ph.D., Florida State University
Associate Professor/English, Communications, and Media/Writer in Residence

Paul McKillop
B.Sc., Queens University, Belfast
M.S., Salve Regina University

Senior Lecturer/Business and Economics/Accounting

Susan M. Meschwitz
B.S., M.A., Stonehill College
Ph.D., Brown University
Associate Professor/Chemistry

Amanda Minor
B.A., McKendree University
M.S. Southern Illinois University
Ph.D., Idaho State University
Associate Professor/Holistic Counseling, Leadership, Expressive Arts

James G. Mitchell
B.A., Goucher College
Ph.D., Cornell University
Professor/Modern Languages

Mary L. Montminy-Danna
B.A., Boston State College
M.S., Northeastern University
M.S.W., Boston University
Ph.D., Boston College
Professor/Social Work

Holly Moore
B. Mus., M. Mus., Sam Houston State University
M.Ed., Ph.D., University of Texas, Austin
Assistant Professor/Education

Cody Morris
B.S., M.A., Ph.D., Western Michigan University
Assistant Professor/Psychology

Kathleen Muirhead
B.A., Eastern Nazarene College
M.A., Bridgewater State University
Ph.D. Idaho State University
Assistant Professor & Evaluation Coordinator/Holistic Counseling, Leadership, and Expressive Arts

Bernard S. Munge
B.S., M.S., University of Nairobi
Ph.D., University of Connecticut
Professor/Chemistry

Timothy B. Neary
A.B., Georgetown University
M.A., Ph.D., Loyola University
Professor/History

Arlene J. Nicholas
B.S., M.A., M.S., Salve Regina University
Ph.D., Touro University International
Professor/Business and Economics

Shelly Nicholas
B.A., Fordham University
M.B.A., University of Connecticut
Lecturer/Business and Economics

Sean O'Callaghan
B.A., University College Cork
Th.B., Ph.D., University of Liverpool

Associate Professor/Religious and Theological Studies

Pamela O'Day
B.A., University of San Diego
M.A., Rider University
Ph.D., Boston College
Visiting Assistant Professor/Education/Elementary Education

Anna Oliveri
Ph.D., University of Texas at Austin
Assistant Professor/Education

Gabriella Papale
B.S., Drexel University
Ph.D., Medical College of Wisconsin
Assistant Professor/Chemistry

Tracy Pelkowski
B.A. Pennsylvania State University
M.Ed., Ph.D., University of Pittsburg
Associate Professor/Education

Gerald J. Perrino
B.A., Rhode Island College
M.F.A., Syracuse University
Associate Professor/Art and Art History

Heather Pizzanello
B.A., Wheaton College
M.S.W., University of Connecticut, West Hartford
Ph.D., Smith College
Assistant Professor/Social Work

John F. Quinn
A.B., Georgetown University
M.A., Ph.D., University of Notre Dame
Professor/History

Christine Ramsay
Ph.D. Northeastern University
Visiting Assistant Professor /Biology

D. Matthew Ramsey
B.A. Purdue University
M.A., Ph.D., Ohio State University
Professor/English, Communications, and Media

Chad Raymond
B.S., M.S., Massachusetts Institute of Technology
Ph.D., University of Hawaii
Professor/Political Science/International Relations/Cultural, Environmental, and Global Studies

Erin Redihan
B.A., M.A., Providence College
M.L.I.S., San Jose State University
Ph.D., Clark University
Lecturer/History

Anne Reid
B. Sc., Laurentian University
Ph.D., University of Guelph
Assistant Professor/Biology and Biomedical Sciences

Heather Rockwell

B.A., Beloit College
M.A., University of Tulsa
Ph.D., University of Wyoming
Assistant Professor/Cultural Historic Preservation/Art and Art History/
Cultural, Environmental, and Global Studies

Steven Rodenborn
B.A., Creighton University
M.T.S., University of Notre Dame
Ph.D., University of Notre Dame
Associate Professor/Vice Provost and Dean of Undergraduate Studies/
Religious and Theological Studies

Myunghoon Roh
B.A., Hankuk University of Foreign Affairs, Seoul, South Korea
M.P.A., Brown University
Ph.D., Northeastern University
Assistant Professor/Criminal Justice and Criminology

Ernest E. Rothman
B.S., Brooklyn College, City University of New York
Sc.M., Ph.D., Brown University
Professor/Mathematical Sciences

Norman Rusin
B.A., M.A., Università kdegli Studi di Trieste
M.P.S., George Washington University
M.A., Ph.D., University of Pennsylvania
Lecturer/Modern Languages

Janis Roy
B.A., M.A., Rhode Island College
Lecturer/Biology and Biomedical Sciences

Samuel Sacco
B.A., College of the Holy Cross
M. Planning, Harvard University
Lecturer/Business and Economics/Accounting

Nancy G. Schreiber
B.A., Oberlin College
M.A., Ph.D., University of Detroit Mercy
Professor/Business and Economics
Provost/Vice President for Academic Affairs

Barbara L. Shamblin
B.A., Goddard College
M.F.A., M.A.T., Rhode Island School of Design
Professor Emerita/Art and Art History

Susan Small
B.A., Salve Regina University
M.L.I.S., University of Rhode Island
Lecturer/Education

Sharon Stager
B.S., Fitchburg State College
M.S.N., Duke University
D.N.P., University of Colorado, Colorado Springs
Associate Professor/Nursing

Teresa Starzecki
B.S., University of Connecticut-Storrs
M.S., Università della Svizzera Italiana
D.B.A., Sacred Heart University

Assistant Professor/Business and Economics

Margaret Steele
Juris Doctorate, New England School of Law
B.A. Catholic University of America
Lecturer/Criminal Justice and Criminology

Susannah Strong
B.F.A., Rhode Island School of Design
M.A., University of London
Associate Professor/Art and Art History

Denise Sullivan
B.S.N., Rhode Island College
M.S.N., University of Rhode Island
Lecturer/Nursing

Louise Sullivan
B.S.N., M.S.N., Ph.D., University of Massachusetts, Dartmouth
Associate Professor/Nursing

Margaret duMais Svogun
B.A., Georgetown University
M.A., National University of Ireland, Dublin
Ph.D., University of Dublin, Trinity College
Professor/English, Communications, and Media

Thomas Svogun
B.A., Boston College
J.D., Cornell University
Professor/Administration of Justice/Philosophy

Barbara A. Sylvia
A.B., M.A., M.S., Salve Regina University
M.S.W., Rhode Island College
Ph.D., University of Pennsylvania
Professor Emerita/Social Work

Steven B. Symington
B.S., M.S., Ph.D., University of Massachusetts, Amherst
Professor/Biology and Biomedical Sciences

Matthew Taylor
B.S., Gordon College
M.Ed., Salem State University
Ph.D., University of Central Florida
Assistant Professor/Education

Michael Teeter
B.S., University of Washington
M.S., University of Southern California
Lecturer/Graduate Program Director/Criminal Justice and Criminology

Marc Tiberiis
B.F.A., University of Rhode Island
Lecturer/Music, Theatre, Dance/Theatre

Victor Lux Tonn
B.L., B.A., National Taiwan University
M.A., Brooklyn College, City University of New York
M.S., Ph.D., University of Rhode Island
Ph.D., Utah State University
Professor/Business and Economics/Finance

Stephen L. Trainor

A.B., College of the Holy Cross
M.A., Ph.D., University of Notre Dame
Professor Emeritus/English, Communications and Media

Ryan TzuShuo Wang
B.S. National Dong-Hwa University, Taiwan
M.S. University of Miami
Ph.D. University of Florida
Ph.D. University of Minnesota
Assistant Professor/Business and Economics

Jeroen van den Hurk
M.A., Utrecht University, Netherlands
Ph.D., University of Delaware
Associate Professor/Art and Art History/Cultural and Historic Preservation

Melissa Varao
B.S., Indiana State University
M.H.R.T.M., University of South Carolina
Ph.D., Auburn University
Associate Professor/Business and Economics

Anthony Walsh
B.A., American International College
M.S., C.A.G.S, Springfield College
Ph.D., University of New Hampshire
Professor Emeritus/Psychology

Tara Brooke Watkins
B.A., Eastern Nazarene
M.A., Emerson College
Ph.D., Tufts University
Assistant Professor/Music Theatre, Dance/Theatre

Adam Witham
B.A., Hampden-Sydney College
M.A., Ph.D., Clemson University
Assistant Professor/Business and Economics

Tina J. Wray
B.S., University of Maryland
M.A., Providence College
D.Min., Andover-Newton Theological School
Professor/Religious and Theological Studies

Michael Yencha
B.A., M.S., Ph.D., West Virginia University
Lecturer/Psychology

Professional Librarians

Nancy Barta-Norton
B. A., M.L.I.S., M.A., University of Rhode Island
Acquisitions and Cataloging Librarian

Regina Connolly
B.A. Rhode Island College
M.L.I.S. University of Rhode Island
Education and Instruction Librarian

Dawn Emsellem-Wichowski
B.A., Barnard College
M.S.L.I.S. University of Illinois
Director of Library Services

Edward Iglesias
B.A., M.A., Texas A&M International University
M.L.I.S., University of Texas at Austin
Systems and Technology Librarian

Olivia Jones
B.A. University of Rhode Island
M.L.I.S., University of Rhode Island
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B.A., Smith College
M.L.I.S., Simmons College
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Lisa Richter
B.F.A., Sam Houston State University
M.L.I.S., University of Rhode Island
Assistant Director of Research and Instruction

Elizabeth Tietjen
B.A., University of Michigan
M.L.I.S. McGill University
University Archivist and Special Collections Librarian

INDEX

SALVE REGINA
UNIVERSITY

100 OCHRE POINT AVENUE
NEWPORT, RI 02840-4192