

SALVE REGINA UNIVERSITY

Undergraduate Catalog 2020–2021



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

www.salve.edu

TABLE OF CONTENTS

Introduction	7
History	7
The Mission	7
Accreditation and Membership	7
Accessibility of Programs and Services	8
The Office of Disability Services.....	8
Admissions	9
First-Year Admissions	9
Admissions Requirements	9
Early Decision	9
Early Action and Nursing Applicants	10
Transfer Students	10
International Students	11
Candidates for Nursing	11
Candidates for Education	11
Homeschooled Students.....	11
Second Degree Students	11
Deferred Admission	12
Reactivation of Application	12
Readmission.....	12
Advanced Placement, International Baccalaureate, CLEP, and Dual Enrollment.....	12
Financial Information	13
Student Financial Responsibility	13
Financial Policy/Methods of Payment	13
Withdrawal and Refund Policies.....	14
Tuition Refund Insurance	15
Financial Aid	16
Application Process	16
Satisfactory Academic Progress.....	17
Types of Aid	18
Renewal of Financial Aid	19
Student Affairs.....	20
Student Rights and Responsibilities	20
Center for Student Development.....	20
Student Services.....	21
University Auxiliary Services.....	24
Safety and Security	25

Vehicle Registration and Parking	25
Academic Policies	27
Academic Honor Code.....	27
Academic Conduct.....	27
Intellectual Property.....	27
Plagiarism	27
Confidentiality of Student Information.....	27
Credit Hour	28
Class Attendance	28
Absences for University-Sponsored Activities	28
Class Cancellations	28
Administrative Withdrawal/Unofficial Withdrawal.....	28
Matriculation and Enrollment.....	29
Registration Policies and Procedures	30
Leave of Absence.....	32
Transcript Services	33
Transfer Credit and Advanced Placement Policy.....	33
Graduation Policies and Procedures.....	34
Grading Policy	35
Academic Support.....	40
Honor Societies.....	42
User Services - Computer Classrooms, Computer Labs, Student ID's.....	44
Information Technology Policy	45
The Curriculum and Degree Programs	51
Academic Advising.....	51
The Salve Regina University Core Curriculum: Enduring Questions and Contemporary Challenges	51
Enduring Questions and Contemporary Challenges: Course Requirements	53
Core Curriculum - Associate Degree Program.....	54
Options for Exploring the Liberal Arts	54
Degree Programs	62
Special Programs and Opportunities	67
Academic Programs.....	71
Administration of Justice	71
American Studies.....	77
Art and Art History	80
Biology	91
Business and Economics.....	102
Chemistry.....	123

Cultural and Historic Preservation	139
Cultural, Environmental and Global Studies.....	142
Education.....	152
Engineering (3+2 Dual Degree).....	162
English, Communications and Media	166
English for Academic Purposes	179
General Studies.....	179
History	180
Mathematical Sciences	187
Modern Languages	196
Music, Theatre and Dance	206
Nursing	219
Pell Honors Program.....	224
Pharmacy (3+3 Dual Degree)	225
Philosophy	230
Political Science and International Relations.....	233
Psychology.....	237
Religious and Theological Studies.....	240
Social Work	244
Course Descriptions.....	248
Accounting.....	248
Administration of Justice	250
American Studies.....	256
Applied Technology	258
Art.....	260
Biology	270
Biochemistry.....	277
Chemistry.....	278
Computer Science.....	281
Cultural, Environmental and Global Studies.....	282
Cultural and Historic Preservation.....	282
Dance	285
Data Science and Analytics	288
Early Childhood Education.....	288
Economics	291
Elementary Education.....	293
English, Communications and Media	296
English for Academic Purposes	307

Environmental Studies	308
General Studies	309
Global Studies	310
Healthcare Administration	310
History	311
Management	317
Mathematics	323
Medical Technology	325
Military Science and Leadership (Army ROTC)	326
Modern Languages	327
Music	337
Music Instruction	341
Music Performance	344
Nursing	345
Pell Honors	350
Philosophy	351
Physics	357
Political Science	357
Psychology	362
Religious and Theological Studies	366
Science	372
Secondary Education	373
Social Work	376
Sociology and Anthropology	381
Special Education	384
Statistics	387
Theatre Arts	387
Women, Gender and Sexuality Studies	391
Board of Trustees	392
Administration	393
Full Time Faculty	394
Professional Librarians	402

INTRODUCTION

History

On March 6, 1934, the state of Rhode Island granted a charter to the Sisters of Mercy of Providence for a corporation named Salve Regina College. Beyond noting that Salve Regina was to exist "to promote virtue, and piety and learning," there were no specific directives. The charter left all educational options to the sisters.

In 1947, following more than a dozen years of careful preparation, a turn-of-the-century Newport mansion was gifted to the college corporation. The acquisition of Ochre Court, a 50-room French chateau, enabled 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.

The Mission

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 and Membership

The University is accredited by the New England Commission of Higher Education (NECHE) through its Commission on Institutions of Higher Education. 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 NECHE 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 NECHE should be directed to the administrative staff of the institution. Individuals may also contact: Commission on Institutions of Higher Education, New England Commission of Higher Education, 3 Burlington Woods Drive, Suite 100, Burlington MA 01803, (781) 425-7700, e-mail: cihe@neasc.org.

Commission on Collegiate Nursing Education (CCNE) accredits the undergraduate and graduate Nursing programs which is also approved by the Rhode Island Board of Nurses Registration and Nursing Education. The Early Childhood, Elementary, Secondary, and Special Education programs are approved by the Rhode Island Department of Education. Rhode Island is a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC). Students completing these programs qualify for certification in 45 states, Washington, D.C., Puerto Rico and Guam. The Department of Social Work offers a baccalaureate program accredited by the Council on Social Work Education. Salve Regina is accredited by the National Association of Schools of Art & Design. The Business and Economics program is accredited by the International Assembly for Collegiate Business Education. The master's program in Rehabilitation Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The University is a member of the American Council on Education, the American Association of Colleges for Teacher Education, the American Association of Collegiate Registrars and Admission Officers, the College Entrance Examination Board,

the Council for the Advancement and Support of Education, the National Association of College Admission Counselors, the National Catholic Educational Association, the Association of Catholic Colleges and Universities, the Council of Independent Colleges, Association for Interdisciplinary Studies, the Council on Rehabilitation Education, the Mercy Higher Education Colloquium, the Association of Mercy Colleges, and the Council on Social Work Education. The University participates in Division III of the National Collegiate Athletic Association and its regional subdivisions.

Accessibility of Programs and Services

Salve Regina University is committed to providing equal and integrated access for students with disabilities to all of its educational, residential, social and recreational programs. Disability services to students at Salve Regina University, as required by the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act, ensure that students with disabilities receive appropriate accommodations and assistance in order to participate fully in University programs.

The Office of Disability Services

The Disability Services Office at the Academic Center for Excellence (ACE) provides support services and reasonable accommodations to students with documented disabilities so as to provide them equal access to all Salve Regina University programs and services, regardless of disability. The office also provides students with an opportunity to realize their full potential by developing students' self-awareness and self-advocacy skills, and provides them with local and state information and resources.

Specific accommodations are based on the nature of a student's disability as determined by the documentation provided along with an intake interview. These accommodations may include, but are not limited to, extended time for exams, note-taking assistance, e-print and/or audio texts, FM transmitters, service animals, accessible housing and/or classroom locations, assistive technology, assistance with course registrations or other accommodations.

To arrange disability accommodations students must:

1. Provide documentation of the disability to the Office of Disability Services at the Academic Center for Excellence. Students may bring documentation in person to the Disability Services Coordinator, or may mail documentation to:

Disability Services
c/o Academic Center for Excellence
100 Ochre Point Ave. Newport, RI 02840-4192
Fax: 401-341-2912

2. Make an appointment with the Learning Services Specialist by calling (401) 341-3150, to discuss accommodations appropriate to the student's disability and receive accommodation forms for faculty;
3. Provide professors with notification forms indicating the need for disability accommodations.

For more information please see <http://salve.edu/disability-services>.

ADMISSIONS

Salve Regina University welcomes applications for undergraduate admission regardless of race, color, sex, sexual orientation, gender identity, religion, age, handicap, national origin or financial condition. Admission is competitive and based primarily on academic promise as indicated by secondary-school performance, recommendations, writing ability and extracurricular involvement. The submission of standardized test scores (SAT, ACT) is optional, but required of applicants to the nursing and education programs and from students who have been homeschooled. Admissions decisions may also consider individual experiences and particular circumstances unique to each student.

Visiting: We invite prospective students and their families to visit Newport and see the Salve Regina campus firsthand. The schedule of student-guided tours, information sessions and open house dates is available online at salve.edu/visit or by contacting the Admissions Office at 401-341-2908 or admissions@salve.edu.

First-Year Admissions

Salve is a member of the Common Application and students should submit their application online at commonapp.org. A non-refundable application fee of \$50 (or official fee-waiver request) must accompany the application followed by several required supporting documents (see Admissions Requirements). The University offers several admission plans for first-year applicants:

November 1 – Early Decision (binding), Early Action I (non-binding) deadline and all Nursing candidates. Applicants should submit all supporting documents by November 15 to receive a decision by January 1.

January 5 – Early Action II (non-binding) deadline. Applicants should submit all supporting documents by February 1 to receive a decision by February 15.

February 1 – Regular Decision deadline. Applicants should submit all supporting documents by February 15 to receive a decision by April 1.

Admissions Requirements

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

- A Common Application and non-refundable application fee (online at commonapp.org). Students seeking an application fee waiver for financial reasons should consult their school counselor.
- Official transcripts for all secondary and post-secondary coursework.
- Counselor evaluation letter.
- Teacher recommendation (preferably from an academic subject).
- Salve Regina is test optional and only requires SAT or ACT results for nursing, education and from students who have been homeschooled.
- Applicants for nursing must apply by the November 1 Early Action I deadline.
- Applicants for studio art must submit a portfolio.
- Students whose first language is not English must submit results from TOEFL, IELTS or other recognized test of English proficiency (see International Admissions).
- Transfer students must submit official transcripts of all college and university coursework and College Report (see Transfer Admissions).

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

Early Decision

First-year applicants for September who are certain that Salve Regina is their first-choice university are strongly encouraged to apply by November 1 for Early Decision (ED). Students who submit all supporting documents by November 15 will be notified

by December 15. Because Early Decision is binding, you must complete the Early Decision Agreement in your Common Application account. Any student admitted in the ED round must commit to enrolling at Salve Regina by submitting a nonrefundable enrollment deposit and withdrawing any remaining applications to other schools by January 15. Students who are deferred at Early Decision will be considered for admission with regular decision applicants and should submit updated transcripts with the mid-year grades.

Early Action and Nursing Applicants

First-year applicants for September who are ready to start their college applications at the beginning of senior year are encouraged to apply Early Action (EA). Early Action is non-binding, and there are two rounds for consideration. Under EA I, students must apply by November 1 and submit all supporting documents by November 15 to be notified by January 1. Under EA II, students must apply by January 5 and submit all supporting documents by mid-January to receive an early notification. Students who are deferred at Early Action will be considered for admission with regular decision applicants and should submit updated transcripts with the most current grades.

Candidates for nursing must apply by the November 1 Early Action I or Early Decision deadline and have all supporting documents submitted by November 15 to receive a decision by January 1. Students who are not admitted to nursing may be offered admission to another major at the University (see below, Candidates for Nursing).

Transfer Students

The University welcomes applications from transfer students who are in good standing at an accredited institution. Transfer applicants follow the standard procedures for admission and must submit transcripts from high school and all college-level work. Transfer applicants are also required to submit a [College Report](#) from each institution they attended. This Report attests to academic and disciplinary standing, and the student's eligibility to return to a prior institution. Transfer applications for fall and spring are reviewed on a rolling basis; however, applicants for the spring term are strongly advised to apply by December 1 to allow enough time for evaluation and consideration for housing and financial aid.

Transfer students are welcome to apply for any academic program but nursing, which is a direct entry program for first-year students only. SAT and ACT scores are optional—but required of students applying for the education programs. Education students must gain admission to the University and meet Rhode Island Department of Education requirements for certification in order to continue in the education program.

Transfer credit is awarded to matriculated students on the basis of official transcripts received from regionally accredited postsecondary institutions. Qualifying grades at the undergraduate level are "C" or above. Grades of C- or lower, P, or S are non-transferrable. Courses must be comparable to offerings at Salve Regina and not duplicate other courses accepted for credit. Final determination of transfer credit acceptance is ultimately made by the registrar and department chairs. A formal transfer credit evaluation is completed for every admitted transfer student and sent via email within two weeks of your acceptance.

All transfer students must complete at least 30 academic credits at the University and meet graduation requirements to receive a degree. Students who were not accepted to Salve Regina as freshmen are required to complete one full-time semester of college work before reapplying as a transfer student.

On-campus housing for the fall semester is based on availability with priority given to those who deposit by May 1. While living on campus has many benefits, some students (particularly juniors and seniors) enjoy off campus living in the surrounding communities of Newport and Middletown. The Office of Residence Life can provide information on both on and off campus living opportunities, and can assist in pursuing either option. For more information, please call 401-341-2210 or email residencelife@salve.edu.

The University has articulation agreements with a number of two-year colleges. Students should consult the transfer admissions counselor for further information at 401-341-2908 or transfer@salve.edu, or go online to salve.edu/transfer.

International Students

Students are considered international if they are not U.S. citizens or U.S. permanent residents and need a student visa to enter the country for study. The University's international community also includes U.S. citizens living overseas and all are welcome to apply for admission.

International students can apply for admission by submitting the same Common Application and required supporting documents as first-year applicants or transfer applicants (see above). A detailed description of requirements is also available online at salve.edu/international. Any transcripts, recommendations, certificates and national examination results that are not in English must be accompanied by an official translation.

Students accepting an offer of admission are required to submit an enrollment deposit. International students who need a visa are also required to submit financial certification detailing sufficient financial support to cover college expenses. This financial certification is required by U.S. immigration and is the first step in obtaining a Form I-20 (Certificate of Eligibility). The I-20 is necessary to schedule a visa appointment through the SEVIS system. More information can be found online at salve.edu/international-admission/undergraduate-admission.

Candidates for Nursing

Salve Regina is test optional; however, students applying for the nursing program are required to submit SAT or ACT scores. Nursing candidates are also expected to have successfully completed advanced-level laboratory science courses and meet admissions standards set by the Rodgers Family Department of Nursing. Applications are due by the November 1 Early Action I or Early Decision deadline and all required supporting documents must be submitted by November 15 to receive a decision by January 1. Candidates will be evaluated for admission to the University and to the nursing program at the time of application. Admission is highly selective due to the limited number of spaces in the program. Nursing is a direct entry program and not available to transfer students or students who matriculate to Salve in another major (including undeclared/exploratory).

Candidates for Education

Salve Regina is test optional; however, students applying to any education program are required to submit SAT or ACT scores. Admission to the education program is considered provisional until the second semester of sophomore year, when students formally apply to the education major of their choice. To gain formal admission to an education major, students must have a cumulative college grade point average of 2.75 or higher, grades of C or higher in all education courses and meet all testing requirements as required by the Rhode Island Department of Education.

Homeschooled Students

Homeschooled students should follow the regular application process described above, along with the following requirements:

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

Second Degree Students

Students who have previously earned a baccalaureate degree and wish to pursue a second baccalaureate degree at Salve Regina should follow the application procedures for transfer students. These students must complete prerequisites and required courses in their major, the core curriculum requirements in religious studies and complete a minimum of 30 credits in residence to receive a Salve degree. International students should follow the application procedures found under International Admissions, including English proficiency and financial certification requirements.

Deferred Admission

Students who are accepted to the University may defer their enrollment for up to one year by completing the online deferral form. When deferred students are ready to enroll, they are expected to complete the Reactivation of Admission form well before the term they plan to enter: December 1 for the spring (January) semester or April 1 for the fall (September) semester. Students who take college level coursework after deferring will be required to submit an official college transcript and College Report in order to be re-evaluated for the semester they plan to enroll. Note: This information may change financial aid or merit scholarship status. Students are generally not able to defer their acceptance to the nursing program.

Reactivation of Application

Students who previously applied to the University are welcome to be reconsidered by completing the online Reactivation of Application form. In addition to any previously received documents, students must submit a final high school transcript indicating their date of graduation. If students have enrolled in credit-bearing courses at another college or university, they must also submit official college transcript(s) and College Report at the time of reactivation. Note: This information may change an admission decision, financial aid or merit scholarship status. Students who were accepted for nursing but completed college coursework elsewhere are not eligible to reactivate their acceptance to the nursing program.

Readmission

The Admissions Office will keep student application documents on file for at least two years. Students who have previously attended the University and wish to reactivate their enrollment must contact the Office of Admissions and submit a Reactivation of Application form and any required documentation (see above).

Advanced Placement, International Baccalaureate, CLEP, and Dual Enrollment

The University has established policies for awarding advanced standing credit to students who meet certain criteria. The chair of each academic department determines the number of credits and the placement of students who submit requests for advanced standing. Specific requirements for transfer credit and dual enrollment may be found in the Academic Policies section of this catalog. A detailed listing of credits granted and acceptable test scores for advanced standing can be found at salve.edu/registrar/transfer-credit.

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 student portal or obtaining a statement from the Business Office. Address change forms are available in the Registrar's Office and online.
9. Full-time tuition allows students to register for 12 - 17 credits per semester. Please be aware that participation in additional programs (such as second majors, minors, or other programs) may incur additional tuition charges. All other 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 same.
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.

Financial Policy/Methods of Payment

The University has various tuition/financial policies and some suggested methods of payment available to students. These policies and payment methods can be found on the University website. The Business Office website is located at www.salve.edu/office-service/business-office. Tuition statements and online payments can be accessed through the student's portal located at <https://portal.salve.edu>.

Withdrawal and Refund Policies

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 withdrawal form and exit interview. Undergraduate students withdraw through the Office of the Registrar. Time is of the essence for prorated refunds of tuition and board fees; it is important to complete and submit the form as soon as the decision to withdraw is made and provide the reason for withdrawal (medical, financial hardship, etc.). The withdrawal date will be the date the completed form is received in the Office of the Registrar. Information for refund policy and withdrawal procedures can be accessed at <http://www.salve.edu/business-office/withdrawal-policies-and-refunds>.

Students who leave the University during or at the end of a semester, and properly communicate this according to policy will not be charged for the next semester. However, students who have already registered for the next semester must drop those courses before the next semester starts.

Students who leave the University or change enrollment during the first five weeks of the semester will be eligible for a prorated tuition and room and board refund. Students who are suspended, dismissed or withdraw when under investigation for misconduct will not have tuition refunded for the semester in which action is taken.

Refunds will be processed within 30 days after the University has received notification of official withdrawal.

Tuition refunds will be calculated based on the date the Office of the Registrar receives your 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.

Room refunds will be processed assuming another student can fill the vacated room. If the room cannot be filled, the University retains the right to enforce the terms of the student housing contract, which states that students are responsible for the entire semester room charge.

Students who do not complete the required forms may be responsible for a full semester tuition charge. Students who receive financial aid must arrange for an exit interview with the director of financial aid. Financial aid awards are adjusted accordingly for the withdrawing student. The University may initiate a student's withdrawal when the student has not registered for two consecutive semesters without securing a leave of absence.

If you received Title IV federal financial aid such as Stafford loans, PLUS loans, Perkins loans, nursing student loans, SEOG grants or Pell grants, you are subject to repayment as mandated by the federal government. Up until the 60 percent completion of the semester, all Title IV funds are repaid based on a strict prorated percentage of time completed over the entire semester. After the 60 percent completion date of the semester, all Title IV funds are considered earned and are retained by you.

Refunds will be calculated based on the schedule listed below. The date used is the date the forms are completed and received by the Office of the Registrar.

Campus-based, fall and spring semester, 15-week courses

- 100 percent before classes begin.
- 80 percent before the second week of the semester.
- 80 percent before the third week of the semester.
- 60 percent before the fourth week of the semester.
- 40 percent before the fifth week of the semester.
- 20 percent before the sixth week of the semester.
- Nothing after the sixth week of the semester.

Campus-based "compressed" courses, seven weeks or fewer

- 100 percent before classes begin
- 80 percent before the 10th calendar day from start of course
- 60 percent before the 16th calendar day from start of course
- Nothing after the 15th calendar day from start of course

Campus-based summer courses, all eight week courses

- 100 percent before classes begin
- 80 percent during the first week of class
- 60 percent during the second week of class
- Nothing after the second week of class
- Weekend workshops: Nothing after a workshop has started

Seven week online courses

- 100 percent before 4:30 p.m. on or before the first day the class begins
- 80 percent before the 10th calendar day from start of course
- 60 percent before the 16th calendar day from start of course
- Nothing after the 15th calendar day from start of course

Tuition Refund Insurance

Salve Regina offers an insurance plan that guarantees a tuition and room and board refund in cases of physician diagnosed physical illness (85 percent reimbursement) and emotional illness (85 percent reimbursement) any time during the semester. This plan covers the academic year 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 (commuters) or 1 percent of tuition and room and board (resident students) and is billed and payable each semester.

All full time students will be signed up for this insurance automatically and the charge for the insurance will be listed on the fall and spring tuition statements. The students will have the option to waive this insurance by completing the online waiver form. Waivers must be completed prior to the start of the semester. Waivers completed after that date will not be accepted and the student will be responsible for the charge in full. Policies purchased in fall will be automatically renewed for spring and the charge will be reflected on the spring tuition statement. Cancelling a renewed plan must also be done prior to the start of the spring semester.

Contact:

A.W.G. Dewar, Inc.
4 Batterymarch Park
Quincy, MA 02169
Office: (617) 774-1555
E-mail: trp@dewarinsurance.com
Website: www.tuitionrefundplan.com

FINANCIAL AID

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

Application Process

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

To be eligible for federal financial aid or institutional need based aid, students must submit a FAFSA (Free Application for Federal Student Aid)

This form is available online and links to the FAFSA and other documents may be found in the Financial Aid section of the Salve Regina website. All verification materials will be requested by mail or email and should be sent to the Office of Financial Aid.

Examples of verification materials may include:

- Federal IRS Tax Transcripts of both student and parents' federal tax returns (or statement of not filing).
- Copies of all W-2's.
- Other supplemental information requested by the Office of Financial Aid.

Returning Students

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

Eligibility Requirements

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

- Be a citizen or legal resident of the United States.
- Be enrolled at least half-time (two courses [6 credits] per semester) and be accepted as a candidate in a degree or certificate granting program.
- Be making satisfactory progress toward the completion of the course of study.
- Not be in default on a Federal Perkins Loan or a Federal Stafford Loan.
- Not owe a refund on a Federal Pell Grant or Federal Supplemental Education Opportunity Grant.

Special Note

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

Satisfactory Academic Progress

In order to receive or continue to receive financial aid funded by the government and/or Salve Regina - including student or parent education loans, grants, scholarships and employment - you must maintain satisfactory academic progress.

Requirements

Qualitative Standards

Satisfactory academic progress requires a cumulative GPA of 2.0 or better by the end of each academic year (after Spring is complete).

Quantitative Standards

Students must successfully earn 67 percent of their cumulative attempted credits. In addition, you will not be eligible to receive federal financial aid once you have attempted more than 150 percent of the normal credits required for your degree. This means full-time students must complete their degree within six years.

- All transfer, summer and winter credits are calculated toward the satisfactory academic progress standard, whether taken at Salve Regina University or any other institution.
- Grades of F, W (medical included), are considered attempted, but not earned credits.
- Repeat coursework taken for the purpose of increasing a previously passing grade cannot be considered in qualifying you for financial aid enrollment status or satisfying a determination of non-compliance with satisfactory academic progress requirements.
- Incomplete courses will count toward the calculation of credit hours attempted. Once incomplete courses are completed and a passing grade is received, the credits will then be applied to the student's completion rate.

Review of Satisfactory Academic Progress

Satisfactory Academic Progress for federal and state financial aid will be reviewed at the end of each spring semester. If the cumulative GPA falls below the minimum standard and/or the student falls behind in earned credits, the student will be notified of the Financial Aid suspension by the Office of Financial Aid. Students may appeal the decision by completing the required process below. Once the appeal is received, the Office of Financial Aid will notify student of future eligibility.

Note: The review of Satisfactory Academic Progress for financial aid purposes is based on a student's entire academic record, even if the student did not receive financial aid during previous semesters of enrollment. This includes all prior coursework (including remedial courses) taken at Salve as a non-matriculated student. These courses will be calculated as part of the qualitative and quantitative standards. Students placed on suspension and wishing to appeal may provide documentation of coursework that is not applicable to their degree program, applied to a second degree program, or is a result of changing their major, and these courses may be excluded from the SAP calculation.

Appeal

Students who do not meet the minimum Satisfactory Academic Progress requirements for financial aid have the opportunity to appeal when special circumstances exist. Conditions when a student may appeal include death of a relative, injury or illness of the student, pending grade change or other extenuating circumstances. In order to appeal, a student must submit, in writing, a personal statement regarding the reasons for falling below the guidelines and supporting documentation. Appeals must be received within 2 weeks of the date of notification of the suspension. Students are also encouraged to meet with Academics, to develop an academic plan, outlining the steps required to meet Satisfactory Academic Progress standards.

If a student's appeal is approved, they will be placed on financial aid probation, and will continue to receive financial aid while on probation. At the end of this probation period, the student's academic record will be reviewed to evaluate progress and determine continued eligibility.

Denied appeals will result in the student being ineligible for financial aid until minimum Satisfactory Academic Progress standards are met.

Appeals will be granted only one time during your enrollment at Salve. Exceptions may be made in certain circumstances.

After an appeal is granted, if the student fails to meet the terms outlined in their academic plan, and/or does not meet the minimum requirements, they will become ineligible for financial aid until the minimum standards for Satisfactory Academic Progress are met. All courses, including summer and transfer courses, are calculated toward Satisfactory Academic Progress whether they are taken at Salve or any other institution.

Re-Establishing Financial Aid Eligibility:

A student may regain financial aid eligibility by successfully meeting the college's SAP policy requirements or successfully meeting the requirements of an established academic plan.

Types of Aid

There are three principal types of aid: the scholarship or grant that need not be repaid; the loan that must be repaid (most loans allow liberal repayment periods and low interest rates); and part-time employment (the student is paid hourly and budgets these earnings to meet educational expenses). The U.S. Department of Education website (www.studentaid.ed.gov) is a good source of information describing all federal aid programs.

Scholarships and Endowments

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

The Office of Admissions at Salve Regina University awards academic scholarships to incoming students who meet established criteria. These scholarships are renewable provided that the student maintains the cumulative grade point average (GPA) specified in the scholarship agreement. These scholarships are available only to full-time undergraduate students. Graduate students and students in their 5th year of the accelerated 5 year Master's program are not eligible for these scholarships. Admissions also awards the Martin Luther King (MLK) Scholarship to selected, qualified students who demonstrate need and have a strong commitment to diversity. Scholarship criteria are detailed on the Admissions/Financial Aid website www.salve.edu/Admissions/undergraduate/costfinancialaid. Students who fall below the required minimum GPA will lose eligibility after a one semester probationary period. Student who move off campus can expect a reduction of aid.

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

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

Federal Programs

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

Army ROTC Scholarships/Stipends

Army Reserve Officers' Training Corps scholarships are available on a competitive basis to qualified students. Each scholarship recipient receives full tuition and fees per year, an annual book allowance of \$1,200, and a \$300-\$500 monthly tax-free stipend. Scholarships are available for two-, three-, and four-year terms. In return for the benefits, scholarship winners enter into a contractual arrangement with the United States Army, agreeing to accept a Regular Army or Army Reserve commission as a Second Lieutenant. Students who receive this scholarship may not be eligible to receive any additional aid from the University.

National Guard Tuition Assistance

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

Veterans Administration Educational Benefits

Salve Regina University is approved for veterans' benefits, including Yellow Ribbon benefits. These benefits are administered through the Office of the Registrar. Interested persons should contact their local V.A. office or phone 1 (888) GI-Bill1 (1-888-442-4551) for assistance.

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 Vocational Rehabilitation benefits, even if the VA has not yet paid tuition and fees.

Students utilizing VA benefits are required to 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.

Outside Scholarships

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

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

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

Vocational Rehabilitation

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

Renewal of Financial Aid

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

STUDENT AFFAIRS

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

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

Student Rights and Responsibilities

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

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

Upon enrollment, the student becomes a member of the academic community and thereby accepts both the rights and responsibilities associated with that membership.

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

Center for Student Development

The Center for Student Development (CSD) promotes student success and engagement by focusing on three areas: co-curricular learning, leadership, and student development. In addition, the CSD serves as a nexus between Student and Academic Affairs by enhancing student learning through co-curricular mapping and programming. The CSD also oversees Anchor Week, the first-week transition program for new students.

The Center for Student Development provides holistic guidance and transitional mentoring to all students. New students receive support through the First Year Experience Program and specifically through the First Year Transitions Course (FYT100) and Transfer Transitions Course (FYT200). Through this course, all new students are introduced to Salve Regina University, its mission, and the skills necessary for college success and transition. The CSD sponsors student wellness initiatives through on-campus programming in concert with local health and wellness practitioners.

The CSD also facilitates the Navigator Leadership Development program which promotes individual, group, and community core values drawn from the Social Change Model of Leadership Development. The purpose of the Navigator program is to help students develop as leaders through social responsibility at the individual, group, and societal levels. Through the Navigator program, students participate in co-curricular programs each year that promote the exploration and development of core values necessary for leadership development. Students who participate in the program document their progress via electronic badging in [Portfolium Pathways](#).

The Center for Student Development also works with various offices and departments across the campus to integrate and facilitate the use of Portfolium. Salve Regina students are provided with an account on Portfolium, a cloud-based electronic portfolio that helps students document their academic, co-curricular experience and extracurricular work completed at Salve

Regina. By developing their Portfolium profiles throughout their years at Salve Regina, students are able to showcase and demonstrate skills and competencies achieved as a result of the work completed.

Student Services

Residence Life

From traditional residence halls to architecturally significant buildings, students at Salve Regina have the opportunity to live in a variety of unique housing options situated throughout our historic campus. Students are supported by the Office of Residence Life, which consists of professional staff members as well as student Resident Advisors.

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

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

Campus Residency Requirement

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

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.

The garden level of Gerety Hall features office space for student organizations, the Bike Program and WSRU Radio. This level also contains the Game Room, Air Hockey, Foosball, Ping-Pong, Pool, lounge space, meeting space, and the student organization resource room. The first floor features the Fireplace Lounge, meeting space and an expansive lobby area with a virtual reality game system and several other video game systems. The second floor is home to the Office of Student Engagement, Center for Community Engagement and Service, and Student Government Association.

Office of Student Engagement

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

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

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

Student Government Association

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

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

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

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

Student Organizations

Student organizations provide students with the opportunity to learn and develop new skills and sponsor programs that enhance the quality of campus life. Students interested in learning more about a student organization should contact the Office of Student Engagement in Gerety Hall, Room 206. A complete list of recognized student organizations can be found on the university website <http://www.salve.edu/clubs-and-organizations> or visit Seahawk Connection, located on the student portal.

Athletics

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

Intercollegiate Athletics

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

Intramurals

The philosophy of the Salve Regina intramurals program is to provide quality recreational opportunities for the members of the community by creating a safe environment that fosters development of the mind, body, and soul through activities that can positively teach and enrich the intellectual, spiritual, and physical lives of all those who participate. Some activity offerings throughout the academic year are: soccer, flag football, basketball, tennis, and volleyball. Contact x2606 for additional information.

Club Sports

Salve Regina Club Sports consist of cheerleading, karate, men's and women's rugby, and swimming. The club sports offered at Salve Regina fall in between varsity sports and intramurals. The clubs compete on an intercollegiate level, but they do not compete under the NCAA guidelines. Each club sport obtains a head coach and is completely student run. Club sport presidents, vice presidents, secretaries, and treasurers are elected on an annual basis and are responsible for the scheduling of all practices and games, the ordering of all equipment and uniforms, and all other organizational tasks that are necessary for a club sport team to function on an intercollegiate level.

Recreation

Recreational opportunities are available in the Rodgers Recreation Center, including the Sullivan Fitness Center. The Sullivan Fitness Center offers a number of fitness activities. Call the Fitness Center at x2606 for additional information.

Athletic Facilities

The Rodgers Recreation Center houses basketball/volleyball courts, two fitness centers, meeting and conference rooms, aerobics/dance room and modern training facilities. These are available to students, faculty, and staff for intercollegiate, intramural, and recreational use. Additional facilities include tennis courts as well as practice and game fields. Opportunities for recreational swimming are offered at the nearby YMCA.

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 hosts Wednesday evening events for the entire student community. These events range from service opportunities, to dinner discussions, to parties and everything in-between. To stay informed of what is happening at the Mercy Center, like us on Facebook or follow us on Instagram: @mercycenterSR.

Everyone is welcome.

Office of Career Development

The Office of Career Development plays an active role in preparing students for the job market. Career advisors assist students with a variety of career development topics including self-assessment, selecting a major, building a resume, preparing for interviews and networking with employers and alumni. Additionally, the newly implemented Handshake career platform provides students with the ability to schedule appointments online, along with 24/7 access to full-time, part-time, internship and student employment postings and links to exclusive resources and industry information for a wide range of career fields.

For more information about the services and resources available to students and alumni, please visit the Career Development website.

Community Service

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

Feinstein Enriching America Program

The Feinstein Enriching America Program introduces students to the benefits of service learning. It encourages ongoing participation in community service initiatives and service learning courses while students attend the University and in the years following graduation. Participation in the Feinstein Enriching America Program is a requirement for the First Year Transitions for graduation. Salve Regina considers participation in community service as a visible way to live the mission of the University. Students are required to serve at least ten hours within the state of Rhode Island prior to graduation (hours cannot directly benefit the University) allowing them to share their talents with those in need and learn more about themselves and the community they call home. Only under exceptional circumstances may students be considered for exemption from the requirement. Appeals are made to the dean. All hours must be completed in Rhode Island and logged under the Community Service tab in your MySalve account.

Counseling Services

Counseling Services is available to full-time undergraduate students during the academic year. Counseling Services provides individual counseling, crisis intervention, community referral, special programs, and consultations. These interactions are confidential and are performed in accordance with the legal and professional guidelines of the State of Rhode Island.

Specifically, Counseling Services addresses mental health and developmental issues from a therapeutic, educational, and preventative perspective. It is designed to assist students with emotional, social, academic, and psychological issues so that they retain their student status and benefit from their educational opportunities to the fullest extent possible. The staff includes an office coordinator, three licensed clinical social workers, one licensed mental health counselor, and graduate interns.

Health Services

The nurse practitioners and physicians in the Office of Health Services provide student-centered, confidential, evidence based medical care to the undergraduate student community during the academic year. Services are provided through a team approach of nurse practitioners and a visiting physician.

Health Services offers acute, chronic and urgent care on-site and refers to Newport Hospital Emergency Department for emergent care. Follow-up care is provided after discharge to facilitate recovery.

Health Services staff will refer to medical specialists in the community in order to address specific health needs. Laboratory testing can be performed on site and then forwarded to Newport Hospital for processing. EMTs are available on campus after hours and on weekends to address any student emergent needs.

International Students

International students should report to the International Student Advisor upon arriving at the University and are required to attend the mandatory international student orientation run by the Office of International Programs. The International Student advisor is available to assist international students with their adjustment to academic and personal life on campus, maintaining appropriate F-1 student status and keeping up-to-date with all immigration regulations.

Miley Hall Services

Miley Hall is a student residence and the primary dining facility on campus. Miley is co-located next to Walgreen Hall, another student residence. In addition, the Office of Student Affairs, Dean of Students, Office of Residence Life, University Health Services, Counseling Services, Center for Student Development, the Office of Career Development, and the Salve Regina University Bookstore are located in the Miley and Walgreen complex. The services, including a large lounge with Starbucks, are open to all students.

Student Handbook

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

University Auxiliary Services

Bookstore

The University Bookstore offers a wide variety of products including textbooks, imprinted clothing and gifts, and a full line of school and computer supplies. In addition, dorm supplies, greeting cards, snacks, beverages, and health and beauty aids are also offered. Textbooks may be rented or purchased and many are offered in a digital format. Master Card, Visa, American Express, Discover Card, checks and the Salve Regina universal card are accepted. Online orders may also be placed at www.salve.bkstr.com.

Business Office

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

Copy Center

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

Food Services

The University provides five meal plans through Sodexo Dining Services. All resident students are required to participate in one of the minimum required meal plans based upon class standing. Freshman students must participate in the unlimited meal plan. Sophomore students must participate in the 14 meal plan at a minimum. Junior and Senior students must participate in the 7 meal plan at a minimum. In all instances, students may participate in a meal plan that is greater than the minimum plan. Lastly, the 5 meal plan is available for commuter students only. All changes in meal plans must be communicated with Residence Life by the end of drop/add. After drop/add, meal plans are fixed until the end of the semester. Miley Cafeteria is the primary on-campus dining facility for resident students where all meal plans are accepted. All meal plans may allow limited service at the additional food services locations on campus including the Jazzman's Café in O'Hare Academic Center and the McKillop Library Café in McKillop Library. Please consult the student handbook or the dining services brochure for more details.

Special Diets

Students with special dietary concerns may contact Food Services at **401-341-2926**.

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 Salve Card is utilized on campus for: purchases in the Miley cafeteria, Jazzman's Cafe, McKillop Library Cafe, Miley Mart/Starbucks; access to Rodgers Recreation Center and the Sullivan Fitness Center; various laundry and vending machines; Health Services (prescription payment); the bookstore; your library card and for printers and microfilm; other public area printers; RIPTA; and at the mailroom to pick up packages. The card may also be used at the off-campus locations listed here: <https://salve.edu/business-office/salve-card>.

If the card is lost, it can be disabled almost immediately. All lost cards should be reported as soon as possible to the card office, located on the garden level of McKillop Library, Room 002.

Deposits can be made to the Salve Card online with MasterCard or Visa, in person at the Business Office with cash or check, or by mail with a check. Salve Cards may not be used as a cash card. Money deposited will remain until the student leaves Salve Regina. Any money left on the card when a student leaves the University will be returned to the student tuition account if the balance is over \$5.

Safety and Security

The Office of Safety and Security strives to preserve the safety, security, and wellbeing of the University community through 24-hour coverage. The security staff are trained in first aid, AED, CPR and Management of Aggressive Behavior. The security staff consists of 14 officers, including 8 EMTs, working to prevent crime, provide high-visibility security patrols, and respond quickly and effectively to needs of the University. Crimes involving violence, major property loss, or felony charges are reported immediately to the appropriate outside agency.

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

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 by logging into your MySalve account and then into MyInformation, User Account, to fill out your On-Line Vehicle Registration Form. A decal for on-campus parking is issued and a service fee is charged. Students may pick up decals at the Office of Safety and Security in Tobin Hall. All campus parking areas are clearly posted. Fines are levied on those who do not observe parking regulations. The Office of Safety and Security has the authority to 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 Office of Safety and Security in Tobin Hall is open from 8:30 a.m. to 4:30 p.m. each weekday for processing decals. Since Tobin Hall has limited accessibility, all students needing accommodations based on disability should contact the Office of Graduate Studies and Continuing Education to arrange alternative procedures.

ACADEMIC POLICIES

Academic Honor Code

All students are expected to accept and to abide by the values of honesty, integrity, and truthfulness in their academic pursuits. Sanctions for violations of academic honesty, such as plagiarism or cheating range from failure for the work involved to failure in the course. A record of violations and sanctions is maintained in the student's file. Any violation may result in dismissal from the University. Appeal is to the provost or the provost's designee.

Academic Conduct

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

Intellectual Property

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

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

Plagiarism

Plagiarism occurs when a person uses someone else's creative or scholarly work but fails to give that person credit. It also occurs when a person credits the author but uses his exact words without so indicating with quotation marks or block indentations; 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" (7th Edition, 2009), "A Manual for Writers of Term Papers, Theses and Dissertations," by Kate L. Turabian, et al. (8th Edition, 2013), or "Publication Manual of the American Psychological Association" (6th Edition, 2010). Be sure to check with your instructor regarding the preferred style of citation.

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.

Credit Hour

A credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10-12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or 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.

Class Attendance

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

Students who miss a class are responsible for contacting their instructors directly to notify them and to arrange how missed work may be completed, which is at the discretion of the instructor. The student should be aware of the class policies regarding missed exams and the submission of late assignments. The completion of missed work is not always permissible according to class policies.

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

Absences for University-Sponsored Activities

Matriculated students in good academic standing may request permission to participate in University-sponsored activities that require class absence. Students are expected to request an excused class absence from instructors prior to the event. Permission may or may not be granted at the instructor's discretion. Students must complete the work missed during all class absences.

Class Cancellations

Official notification of university-wide cancellation or delay of classes is made in a number of ways: students, faculty and staff will be notified by broadcast e-mails and Salve-Alert but should also be aware of announcements made on local media outlets and posted on the main web page of the University, www.salve.edu, particularly in the case of inclement weather.

Administrative Withdrawal/Unofficial Withdrawal

Habitual non-attendance will be considered academic misconduct subject to university withdrawal. Habitual nonattendance is defined as a consecutive absence in any course equating to three full weeks of missed class sessions (three absences for a course meeting once a week, six absences for a course meeting twice a week, nine absences for a course meeting three times a week). Students should note that faculty members may have more stringent attendance policies and standards for participation for their courses, as noted on the course syllabus. The withdrawal date will be the last date of attendance for students who are administratively withdrawn from 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 has not been admitted to the University and is not accepted into a degree program. Non-matriculated students may not enroll for more than two courses (6 credits), unless specific permission is granted by the dean. There is no guarantee that course work completed as a non-matriculated student will be applied toward a degree program. Non-matriculated students may register for courses, when space is available, after the registration period for matriculated students.

Full-time/Part-time Status

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

Class Standing

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

Freshman: 0-29 credits completed
Sophomore: 30-59 credits completed
Junior: 60-89 credits completed
Senior: 90 or more credits completed

Academic Course Load

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

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

Undergraduate students who are enrolled in graduate courses must be full time (minimum of 12 credits) at the start of the 15-week semester. Graduate level courses that begin in the second session do not count toward the minimum.

One-Credit Units

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

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

Given the concentrated nature of academic workshops, it is highly important for students to attend all sessions of each workshop, and to be on time. As workshops begin on various dates during the semester, students may add a workshop up to two business days before the start date if spaces are available. Students who wish to drop a workshop must do so two business days prior to the

start of the workshop. Students who fail to attend a workshop for which they are registered, and who fail to drop by this deadline, will receive a grade of “NC” (No Credit).

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.

Registration Policies and Procedures

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

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

Student Responsibility

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

Choosing a Major/Minor

Students enter Salve Regina University assigned to a major of their choice or as exploratory. All students who enter Salve with a declared major will be assigned a faculty advisor from their major department. Students who are undeclared will be assigned to the Exploratory advisor. Exploratory students who wish to select a major or those who wish to change from the major in which they were originally placed, must meet with the department chair (or for interdisciplinary majors, with the program coordinator) of his/her intended major. Any change of major requires meeting the standards of the chosen department, completing any appropriate application procedures established by the department, and submitting an official change of major form to the Office of the Registrar. Students should, in most cases select a major before or during their sophomore year, but must do so once they have reached junior standing (60 credits.) Students interested in selecting one or more minors should meet with the department chair (or program coordinator) as described above to do so. Forms to change a major or minor are available online or in the Office of the Registrar.

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

Registration Holds

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

Credit Overload

Students may register online for up to 17 credits per semester. Exception: Nursing and Education majors may register online for up to 18 credits. Any student registering for more than 17 credits needs to meet the criteria below and turn in an Add-Drop form to add the classes beyond 17 credits:

- Pell Honors Program students in good standing (cumulative GPA 3.3 or higher) must fill out an online Pell approval form (<http://www.salve.edu/overload-approval-form>).
- Students with a cumulative GPA of 3.0 or higher may register for up to 21 credit without permission from university officials. Extra credit fees will be assessed by the Business Office. For permission to enroll in 22 or more credits, students need to contact the Dean of Undergraduate Studies via email at undergradstudies@salve.edu.
- Students with a cumulative GPA of less than 3.0 need to request permission to overload from the Dean of Undergraduate Studies via email at undergradstudies@salve.edu. They must solicit a letter of support from a faculty member who knows their work, as well as a letter of support from their academic advisor. These may be emailed to the Dean of Undergraduate Studies at undergradstudies@salve.edu. Extra credit fees will be assessed by the Business Office.

Registration Requirement for Class Attendance

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

Auditing Courses

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

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

Prerequisites

A prerequisite is a course or other requirement established to ensure that students have sufficient academic preparation to successfully complete another course. It is the responsibility of the student to ensure that prerequisites, as listed in the catalog and available online in the schedule of classes, have been successfully completed before registering for the course. While completion of a baccalaureate program is usually a prerequisite for enrolling in graduate courses, undergraduate students who have demonstrated outstanding achievement may enroll in graduate-level course work for undergraduate credit with permission of the student's faculty advisor and graduate program director.

Independent Study

Independent study involves specialized subjects outside the regular undergraduate catalog. While it is expected that most students will be able to develop a complete program of study from regularly scheduled course offerings, there are situations in which a student may benefit from independent study. Students interested in independent study, and who have a cumulative GPA of 2.75 or higher, should consult an appropriate faculty mentor, discuss the planned project, complete and submit a special enrollment form available in the Office of the Registrar with noted approvals, and will be registered for the course. The University reserves the right to deny requests for independent study from students whose topics have not been well formulated, who lack a supervising faculty member to evaluate performance, or who do not meet the GPA minimum.

Directed Study

Directed study involves regular undergraduate catalog courses offered to individual students who are unable to complete them due to conflicts or other extenuating circumstances.

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

Withdrawal from a Course

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.

Workshop Attendance

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

Leave of Absence

General Leave of Absence Policy

Students in good academic and judicial standing who wish to interrupt their studies for the next semester may apply for a leave of absence by contacting the Office of the Dean of Students. To apply the student must complete and submit the University Leave of Absence form to the dean of students for consideration. The dean of students will consult the dean of undergraduate studies in order to determine if a leave of absence is to be granted. If the leave of absence is granted the student will be required to obtain all required signatures from the university offices named on the form and return the form to the dean of students who will then inform the Office of the Registrar. Leaves of absence are not granted retroactively and should be requested no later than one month prior to the semester in which the leave will be taken. A student on leave is considered withdrawn from the University and must have permission from the dean of undergraduate studies to be enrolled for credit elsewhere during the leave. Leaves of absence are granted on a semester by semester basis.

Emergency and Medical Leaves of Absence

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

Return to Campus after Leave of Absence

Students who intend to return to their studies after a general leave of absence should submit a written request explaining their intent to register for the following term to the Office of the Dean of Students. For spring semester return, students should make their request by November 1. For fall semester returns, students should apply by August 1. Requests to return following an emergency or medical leave will be evaluated by the dean of students in consultation with the dean of undergraduate studies.

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 and exit interview. Students can find the University withdrawal form online at www.salve.edu/registrar 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.

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/registrar 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.

Transfer Credit and Advanced Placement Policy

Transfer Credit

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

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

Advanced Placement Program (AP)

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

High School Program

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

Dual Enrollment

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

International Baccalaureate

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

College Level Examination Program (CLEP)

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

Transfer students may receive credit from CLEP examinations taken prior to enrollment at the University provided that their scores meet Salve Regina University standards. Students will not be awarded duplicate credit for areas in which transfer, course,

or examination credit has previously been granted. A detailed listing of credits granted and acceptable test scores can be found online on the Office of the Registrar's web page.

Credit for Learning Associated with Life Experience

The University may award academic credit for the learning associated with life experience. A student applying for life experience credit must be a matriculated undergraduate at the University. The procedure for submitting a portfolio for evaluation is available online at salve.edu/registrar. Ordinarily, a limit of nine credits may be earned through this process and applied toward an undergraduate degree. There is a fee for each life experience evaluated and awarded credit.

Credit for Learning Associated with Military Experience

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

Study at Another University

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

Graduation Policies and Procedures

Graduation Requirements

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

1. Complete all major and core curriculum requirements for the catalog year in which the student matriculated.
2. Successfully complete at least 120 credits.
3. Be in good academic standing.
4. Earn at least the minimum number of credits for the degree.
5. Earn the minimum grade point average required for the degree program. (Minimum grade point average is 2.00 for most programs. However, certain programs require a higher grade point average as specified in the program section of the undergraduate catalog).
6. Satisfy the residency for the degree.
7. Complete a Petition to Graduate by the due date published in the Academic Calendar.
8. Complete the University's community service requirement as part of the Feinstein Enriching America Program and document the hours with the University's Office of Community Service.

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 Portal. Along with the petition, the student is required to submit:

1. Any official transcripts from another institution that will be applied towards completion of their degree requirements

2. All forms for life experience credit, military experience, credit by examination (CLEP), or Advanced Placement (AP).
3. Register for outstanding course work in order to complete the degree requirements.
4. 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. In addition, graduating students are expected to participate in an online senior exit survey, which provides an opportunity for students to give important feedback about their experience at the University.

Baccalaureate degree candidates who will have no more than six credits left in order 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 graduation ceremonies along with those who will graduate in May. Students must complete all requirements by the December 31 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

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

Every graduating class shall have one valedictorian who:

1. Holds the highest cumulative grade point average at the end of the Fall semester prior to the May Commencement.
2. Has completed at least 60 credits (two full years) of regular course work at the University (exclusive of credit by examination options).
3. Will have completed all baccalaureate degree requirements by the graduation date.

Grading Policy

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

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

P Pass	Carries no quality points. Indicates that a student registered on a Pass/Fail basis and passed. Students receive credit for such courses but "P" has no numerical equivalent and not computed in the average
I Incomplete:	Given when a course requirement has not been met. Must be resolved by the date on the incomplete form or I becomes F. Incompletes may not extend beyond the last day of the following semester.
AU:Audit:	No credit. Students fulfill course requirements except for the examination.
W: Withdrawal:	Withdrawal from a course with permission. No credit.
NC:No Credit:	Reserved for One-credit workshops when a student fails to attend or drop the workshop.

Undergraduate Pass/Fail Policy 2020-2021

The pass/fail grading option is intended to encourage students to explore topics and disciplines outside of their immediate area(s) of study, while minimizing the risk of adversely impacting their cumulative grade point average.

Undergraduate students can elect the pass/fail grading option for one course per semester beginning freshman year, to a maximum of 12 credits. Courses taken under the Spring 2020 pass/fail option do not count towards this limit. There is no minimum GPA requirement to elect the pass/fail grading option.

Courses that are requirements of the student's major(s), minor(s) or concentration(s) do not qualify for the pass/fail grading option. General electives (electives outside of a student's major, minor and/or concentration) and courses taken to fulfill core curriculum requirements are eligible for the pass/fail grading option, with the exception of UNV101, UNV102, PHL225 and RTS225. Requirements of the Pell Honors program are also excluded from the pass/fail grading option. A student should not elect the pass/fail grading option for courses that are prerequisites for admission to graduate and/or professional programs of their choice.

In order to request the pass/fail grading option for a course, the student must complete the appropriate online form and submit it to the registrar's office. It is recommended that the student discuss this decision with his/her academic advisor prior to completing the form, particularly if the student is unsure whether a course is a requirement of his/her major, minor and/or concentration. Faculty will submit a final letter grade for each student, which will subsequently be converted to a Pass/Fail grade by the registrar's office. A D grade or better will merit a pass (P), while a grade below a D will merit an F. A passing grade will not be included in the cumulative grade point average, but a failing grade will factor into the calculation.

Students must make their request for the pass/fail grading option no later than the withdrawal deadline for that semester. Pass/fail grades are final and cannot be reverted to a letter grade at a later date.

Incompletes

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

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

Final Examinations

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

Online Grade Reports

Students obtain semester grades online by accessing “Grades” in My Salve through the Salve Regina University 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 online.

Falsifying Educational Records

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

Grade Review

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

1. A request for a review of a semester grade must be made in writing, through a formal letter rather than an e-mail, by the student to the instructor of the course no later than 30 days after the date semester grades become available to students online at Salve Regina University portal. The student sends a dated hard copy of this request to the department chair and to the dean of undergraduate studies.
2. Within 10 working days of the receipt of this request, the instructor shall forward to the student, the department chair, and the dean a grade review in writing. The grade review will consist of:
 1. A copy of the course syllabus outlining methods of evaluation such as assignments, tests, and examinations, along with their respective percentage weights to the final grade calculation.
 2. The student's grades for all tests and assignments.
 3. A demonstration of the calculations by which the final grade was determined.

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

Cumulative Grade Point Average (GPA)

The cumulative grade point average is the weighted average of all grades and credits used to indicate academic progress. The cumulative GPA is computed by multiplying the quality point value of the grade by the number of credits attached to each course, adding this number for all courses taken, and dividing the sum by the total number of quality credits. Note: Grades of "P", "I", "AU" and "W" are not computed in the grade point average. If a course is repeated for an improved grade, the lower grade is excluded from the GPA and duplicate credits are excluded from the cumulative total, however the course and grade remain on the transcript.

Dean's List

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

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.

Student Academic Status

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

Good Academic Standing

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

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

Satisfactory Academic Progress

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

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

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

Mid-Term Grade Evaluation

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

Final Grade Evaluations

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

Academic Warning

A student whose semester GPA falls below a 2.0 but with a cumulative GPA above 2.0 will be placed on academic warning. Students who do not meet the minimum satisfactory academic progress requirements for their degree or those who do not improve after being placed on warning may be placed on academic probation. At the completion of each probationary semester, the student's progress will be reviewed.

Academic Probation

A student whose cumulative GPA falls below a 2.0 will be placed on academic probation. At the completion of each probationary semester, the student's progress will be reviewed.

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

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

Academic Dismissal

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

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

Academic Support

Academic Advising

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

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

Academic Center for Excellence

The Academic Center for Excellence (ACE) offers support to students in four key areas: Subject Tutoring, Disability Services, English for Academic Purposes (EAP), and study skills support. Services are appropriate for students at all levels of ability and academic performance. There is no additional cost for services to matriculated students. Subject tutoring is provided by high-achieving and well-trained peer tutors who have excelled in the courses they tutor. Tutoring takes the form of individual or pair sessions, or study groups. Tutoring is available for most first and second year courses, and some upper division courses as needed. Students may schedule appointments for subject tutoring through the ACE reception desk.

Disability services at the ACE ensure students equal and integrated access to all of the University's programs in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Students with disabilities are entitled to reasonable accommodations in academic, extra-curricular and residential settings that will enable them to participate fully in University programs and services. Call (401) 341-3150 for more information or see the "Accessibility of Programs and Services" section of this catalog.

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

Study skills, time management, organization and test-preparation assistance, as well as support for students on academic probation or academically at-risk are also provided by the Academic Center for Excellence. Students interested in any of the above services can inquire at the ACE front desk in McKillop Library 2nd floor, or via email or by calling (401) 341-2226.

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 discussion by hosting dozens of events and displays each year.

McKillop Library is open more than 100 hours a week and for extended hours during the last two weeks of the semester. Its first floor includes the McKillop Library Café with Starbucks drinks, snacks, and simple meals, spaces for individual and collaborative work, and the Munroe Special Collections Room, which includes presentation technology and seminar-style seating. The library's second floor hosts the Academic Center for Excellence, Writing Center, Janet L. Robinson Curriculum

Resource Center for education research, and Makerspace. Students seeking quiet study space can visit the library's third floor, which is the silent study area and has carrels for independent work. Fifty-three public computers are available throughout the library, providing access to licensed software and information resources. The Salve Regina community may make online reservations for 3 technology-equipped study rooms. Four networked 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 150,000 printed volumes, 9,000 DVDs and 90,000 streaming films, and 430,000 e-book titles. We provide 24-hour online access to over 100 online databases with links to 52,000 full-text journals through the library's website at <http://library.salve.edu>. Our interlibrary loan service and membership in our academic library consortium, HELIN, supplements our on-site collection with simple 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. 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 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.

Administrative and Academic Facilities

The Offices of Academic Affairs and the Dean of Undergraduate Studies are located in McAuley Hall. The Offices of the Registrar, Financial Aid and Business Accounts are located in Ochre Court. The Office of International Programs is located in Drexel Hall. Career Development is located in Stonor Hall. The Academic Development Center, Disability Services and the Writing Center are located in McKillop Library. The Offices of Residential Life, Multicultural Programs, Center for Student Development and the Dean of Students are located in Miley Hall. Classrooms, laboratory facilities, and faculty offices are located across nine buildings: O'Hare Academic Center, Angelus Hall, Marian Hall, 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.

Institutional Review Board (SRU-IRB)

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

OHRP carries out its responsibilities through the publication of documentation with federal regulations regarding the ethical treatment of human and animal subjects. OHRP enforces its ethical regulations through the establishment of Institutional Review Boards (IRB) in all institutional locations where research takes place and are directly or indirectly funded by the U.S. federal government.

Salve Regina's mission reflects federal regulation for the ethical treatment of humans and animals. The SRU-IRB is registered with OHRP and reviews, approves, modifies or disapproves all research projects involving human subjects undertaken by faculty,

staff and students at Salve Regina University or when faculty, staff, and students are participating in research. In complying with federal regulations, the SRU-IRB review process of research makes sure that:

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

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

Honor Societies

Alpha Mu Alpha

Alpha Mu Alpha National is an international honor society sponsored by the American Marketing Association (AMA). The society acknowledges the achievements of outstanding marketing students across the globe.

Alpha Phi Sigma

Alpha Phi Sigma is a nationally recognized honor society for both graduate and undergraduate students in the criminal justice sciences. The society honors academic excellence, promotes community service, enhances educational leadership, and encourages unity.

Chi Alpha Sigma

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

Delta Epsilon Sigma

Delta Epsilon Sigma is a national scholastic honor society for students of colleges and universities with a Catholic tradition. The society was founded in 1939 in order to recognize academic accomplishments, to foster scholarly activities, and to encourage a sense of intellectual community among its members.

IAHS

IAHS is an honor society that recognizes and honors academic achievement in the study of accounting and provides an opportunity for students to differentiate themselves as they begin their career journey.

Kappa Delta Pi

Kappa Delta Pi (KDP), international honor society in education, was founded in 1911 to foster excellence in education and promote fellowship among those dedicated to teaching.

Lambda Pi Eta

Lambda Pi Eta is a national history honor society recognizing students who have received academic distinction in history and in their general course of studies.

Phi Alpha Theta

Phi Alpha Theta is a national history honor society recognizing students who have received academic distinction in history and in their general course of studies.

Phi Sigma Tau

Phi Sigma Tau, the international honor society for philosophers, considers its organization an instrumental: a means for developing and honoring academic excellence as well as philosophical interest. In addition to providing a means of awarding distinction to students having high scholarship and interest in philosophy, the society also promotes interest among the general collegiate public.

Pi Delta Phi

Pi Delta Phi is the national French honor society recognizing students who demonstrate outstanding scholarship, awareness, understanding of French culture, and eagerness to stimulate activities leading to a deeper appreciation of French culture.

Pi Mu Epsilon

Pi Mu Epsilon is a national mathematics honor society that is dedicated to the promotion and recognition of mathematical scholarship among students in postsecondary institutions.

Pi Sigma Alpha

Pi Sigma Alpha is a national honor society for political science. The society promotes curricular and co-curricular activities related to political science and stimulates scholarship and intelligent interest in the subject of government.

Psi Chi

Psi Chi is the national honor society in psychology, affiliated with both the American Psychological Association (APA) and the Association for Psychological Science (APS). The society encourages, stimulates, and maintains excellence in scholarship and advances the science of psychology.

Sigma Beta Delta

Sigma Beta Delta is a national honor society for students of business, management, or administration who have achieved high scholarship and exhibit good moral character. The society encourages aspirations toward personal and professional improvement and a life distinguished by honorable service to humankind.

Sigma Delta Pi

Sigma Delta Pi is the national Spanish honor society recognizing students who excel in their understanding and appreciation of Spanish culture and language.

Sigma Phi Sigma

Sigma Phi Sigma is the national honor society established by the Religious Sisters of Mercy. The society recognizes students who have demonstrated outstanding scholarship as well as fidelity and service to the University.

Sigma Tau Delta

Sigma Tau Delta is the international English honor society. Founded in 1924, its purposes are to confer distinction for high academic achievement, to promote interest in literature and the English language, and to foster the discipline of English in all aspects, including creative and critical writing.

Sigma Theta Tau, International

Sigma Theta Tau International is the national nursing honor society, whose mission is to support the learning, knowledge and professional development of nurses committed to making a difference in health worldwide.

Theta Alpha Kappa

Theta Alpha Kappa, the national honors society for religious studies and theology, seeks to encourage student interest and scholarship in the discipline of religious studies.

User Services - Computer Classrooms, Computer Labs, Student ID's

User Support Services (USS) of the Office of Information Technology (IT) provides technology support for classrooms, lecture halls, huddle spaces throughout campus, and issues student IDs from our office in the McKillop Library, Room 002.

New student IDs are printed in the University Card Office in McKillop 002. Replacement IDs are printed upon request M-F, 8:30 a.m. - 4:30 p.m. There is a fee for replacing lost University IDs.

Computer labs are located in the Antone Academic Center, McKillop Library, O'Hare Academic Center, and the Center for Adult Education in Warwick, RI. We provide access and support to both PC and Mac computers, printing, scanning, multimedia services, media services and classroom technology.

In the Antone Academic Center, we provide support for two Mac labs and a Mac digital photo lab. In McKillop Library Room 004, we provide a lab for learning, testing, and certifications in Microsoft applications and many other certifications. Also in McKillop are two PC labs in rooms 005 and 006. In O'Hare, a Digital Forensics Lab is located in Room 261. In the Center for Adult Education in Warwick, we support a PC computer lab, technology in nine classrooms, and a testing/certification area.

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

The computer labs in McKillop are open seven days for 80 hours per week throughout the semester. Patrons are required to have a valid Salve Regina ID card, to follow a code of ethics for computing, and to log in with their University-issued network ID.

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

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

Media Services

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

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

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

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

Media Services loans out equipment to students, faculty and staff. A valid Salve Regina University identification card must be shown for loans. All equipment will be available for instructional purposes and University business. Media Services sets up equipment within the University for student presentations, lectures, meetings, conferences, and workshops. Forty-eight hour notice is required before setups depending on available equipment. A week's notice is required for videotaping lectures or student presentations. Please make an appointment for editing.

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

Information Technology Policy

Policy Statement:

The University has computer and Internet resources for faculty, staff, students and other authorized individuals to use in support of Salve Regina's academic research and instructional and administrative objectives. University e-mail and internet resources are for business use only. Personal use during work hours is prohibited. After-hours use with supervisor approval is permitted.

Users are responsible for all transactions made with their identification (ID) codes. The Computer and Network Use Policy contains the University's philosophy and requirements governing faculty, students, staff and other members of the community in their use of the University's information technology resources and data.

The Office of Information Technologies provides a wide array of support and related IT functions for faculty, staff, students and all guests requiring IT support. The Office of Information Technologies consists of three departments; they are Administrative Systems (Department 50103), IT (Department 50115 – including Network Infrastructure, Technical Services, IT Help Desk, and Network Services), and the User Support Services (Department 20102 – including University Computer Labs (in McKillop Library, Antone Academic Center, and the Center for Adult Education in Warwick), Classroom Technology, Training Workshops, Media Services and the University Card Office. The major responsibilities of these three departments and their respective groups are as follows:

Administrative Systems: Department 50103

Administrative Systems: Staff is fully involved with the support, integration, and enhancements of the Ellucian Administrative Information System with Colleague, Web Advisor, Ellucian Portal, and SelfService as well as SAP's Business Objects reporting system. Further, in-house staff is available for implementation, project management and technical support for personal computer applications, local network applications and web applications used to satisfy individual, departmental, interdepartmental, and campus wide requirements; included in this set of applications are 25Live (Event Scheduling), IMC (Security), Workgroups (Design Services), Heartland (Salve ID Card system), SoftDocs (Document Imaging and eForms), Adirondack Housing Manager (Residential Life), and PowerFaids (Financial Aid), among others.

IT: Department 50115

Network Services: staff provides in-house support for all data communication connection points, wired and wireless networks on the Admin network (and collaborates with Cox Business Services on the network for Resident Halls), data network switches, network traffic management, and overall security for the network serving the Salve campus outside of the Resident Halls; in addition, staff provides enhancements and support of Cisco's Unified Communications Manager (CUCM) Voice over IP system; further, staff designs, supports and installs network solutions for intradepartmental, interdepartmental, and Internet data communication requirements such as security, anti-virus protection, file storage and sharing, physical and virtual server environment, database systems, data backup, disaster recovery, Ricoh MultiFunction Devices (MFD) for printing, Pharos Print Management system, email (Office 365), and web browsing. Staff also supports the network requirements at the Center for Adult Education site in Warwick and the Digital Forensics Labs (Newport and Warwick).

Help Desk Technology Service Center: Located in the garden level of the McKillop Library, the Center provides help and guidance for any Salve Regina student faculty or staff member who has technology needs. The Helpdesk provides direct access to Helpdesk and Technical Services staff member for help with many issues including: wired and wireless networks on campus, network credential and access control information and general application software usage, and hardware issues for both PC and Apple products. Students who buy into the recommended laptop program are provided with in house support. Students bring their own non recommended computer are provided best effort within our current hardware and software certifications.

Help Desk staff: serves as primary contact for University's technology help and service request system. The help desk staff are tier one technicians who record and track pertinent technology-related entries, escalate and dispatch help based on the type need, if necessary; The Help Desk extension is (401-341)7777 and email address is helpdesk@salve.edu.

Technical Services Staff: provide tier 2 support at the Help Desk for all faculty, staff, and student technology. The staff is responsible for supporting software and hardware troubleshooting and repair on over 5000 University owned technology devices; further, staff is responsible for obtaining, configuring, installing, and keeping an accurate inventory of all new University computers, printers, and software. This includes configuration and support of current technology in PC Labs, Mac labs, Library's Digital Commons area, and the Center for Adult Education site in Warwick. The Technical Services Staff also provide technology expertise for the University's learning management system, which is Canvas.

Network Infrastructure: staff supports physical cabling projects (for voice, video and data) particularly related to building space renovations and building facilities construction; staff also supports Cisco Voice over IP requests for voice system and the voice messaging system assistance by campus community, switchboard operation and serves as vendor and association liaison with communications-related vendors.

User Support Services: Department 20102

User Support Services (USS) of the Office of Information Technology (IT), in McKillop Library, Room 002, provides technology support for classrooms, lecture halls, and huddle spaces throughout campus. There are over 125 supported locations on campus.

USS issues student IDs from the Card Office at McKillop 002. Replacement IDs are printed upon request M-F, 8:30 a.m.- 4:30 p.m. There is a fee to students for replacing lost University IDs.

USS provides support for Digital Signage across campus in conjunction with University Relations and other IT support areas.

Computer labs are in the Antone Academic Center, McKillop Library, O'Hare Academic Center, and the Center for Adult Education in Warwick. We provide access and support to both PC and Mac computers, printing, scanning, multimedia services, media services and classroom technology.

In the Antone Academic Center, we provide support for two Mac labs and a Mac digital photo lab. In McKillop Library Room 004, we provide a lab for learning, testing, and certifications in Microsoft applications and many other certifications. Also in McKillop are three PC labs in rooms 005, 006, and 007; in O'Hare, a Digital Forensics Lab is in Room 261; in the Center for Adult Education in Warwick, we support a PC computer lab, technology in nine classrooms, a testing/certification area, and a second Digital Forensics Lab.

Immediate assistance in any lab or classroom technology location is through a Help Desk call at (401) 3417777, option 1, and expected in 5 minutes or less.

The computer labs in McKillop and Antone are open seven days for 80 hours per week throughout the semester. Patrons are required to have a valid Salve Regina ID card, to follow a code of ethics for computing, and to log in with their University-issued network ID.

Professional staff and student lab monitors provide assistance during all User Support Services operating hours. Software assistance is available for Microsoft Office and other applications.

Schedules indicating availability are posted outside of each computer lab. Computer labs are used for formal teaching, supporting curricula, workshops and individual learning assignments. Utmost attention is paid to making the labs and their resources available for student needs.

Media Services (MS) provides students, faculty and staff with assistance as it relates to the equipment loans and services of hardware, and related recording and editing projects. These services include but are not limited to hardware distribution (sound systems, projectors, laptops, screens, easels, etc.); video filming; and editing and transferring videos.

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

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

Media Services loans out equipment to students, faculty and staff. A valid Salve Regina University identification card must be shown for loans. All equipment will be available for instructional purposes and University business. Media Services sets up and strikes equipment within the University for student presentations, lectures, meetings, conferences, and workshops. Forty-eight-hour notice is required before setups and depend on available equipment. A week's notice is required for videotaping lectures or student presentations. Please make an appointment for editing.

USS - (401) 341-2985 including Media Services - (401) 341-2221 can be reached at their location in the Garden Level of the McKillop Library. Office hours are Monday - Thursday 8:00 a.m. - 10:00 p.m., Friday 8:00 a.m. - 5:00 p.m., Saturday 10:00 a.m. - 5:00 p.m., and Sunday 12:00 p.m. - 10:00 p.m.

Environmental Standards: University Wide

The University is sensitive to environmental concerns with regards to technology usage. The University purchases computers and monitors which are rated EPEAT Silver or higher. The University recommends that all personal computer devices, not purchased by the University, also follow this standard.

Data Security Policy: University Wide

The purpose of this section is to define the Salve Regina University's Information Data Security Policy. Data is considered a primary asset and as such must be protected in a manner commensurate to its value. Data security is necessary in today's environment because data processing represents a concentration of valuable assets in the form of information, equipment, and personnel. Dependence on information systems creates a unique vulnerability for our organization. The University has adopted the following Information Security Policy as a measure to protect the confidentiality, integrity and availability of Institutional Data as well as any Information Systems that store, process or transmit Institutional Data.

Security and privacy must focus on controlling unauthorized access to data. Security compromises or privacy violations could jeopardize the ability to provide service, violate business contracts, student privacy, or reduce credibility and reputation with students, community and partners. This Policy therefore discusses:

1. Data content
2. Data classification
3. Data ownership
4. Data security

The main objective of this policy is to ensure that data is protected in all of its forms, on all media, during all phases of its life cycle, including but not limited to unauthorized or inappropriate access, generation, use, modification, disclosure, or destruction. This Policy applies to all of the University's employee, financial, student or otherwise confidential data that exist, in any of the processing environments. The processing environment is considered to be, collectively, all applications, systems, networks and data storage (electronic or otherwise) owned, managed or operated or operated or managed by the University's agents.

This Policy defines the University's overall security and risk control objectives. The premise for the Policy can be stated as:

"Other than data defined as public, which is accessible to all identified and authenticated users, all data and processing resources are only accessible on a need to know basis to specifically identified, authenticated, and authorized persons or entities."

This embodies the principle of least privilege. This document forms part of the conditions of employment for all employees (including student employees), a part of the contractual agreement for vendors, suppliers, and third party processors or agents, hereafter referred to as vendors.

Breach of Policy and Enforcement

A breach of this Policy could have severe consequences to the University, and its ability to provide services, or maintain the integrity, confidentiality, or availability of services.

Misuse resulting in a breach of any part of this Policy may result in disciplinary action at the discretion of the University's Administration. Severe, deliberate, or repeated breaches of the Policy may be considered grounds for instant dismissal; or in the

case of a University vendor, termination of their contracted services with recovery of costs by the University. All University employees and vendors are bound by these Policies and are responsible for their strict enforcement.

Scope of the Policy

This Policy applies to all University and student data that exist in any University processing environment, on any media during any part of its life cycle (“Institutional Data”). The following entities or users who have access to Institutional Data are covered by this Policy:

- Full or part-time employees of the University
- University vendors or processors
- Other persons, entities, or organizations

Data Life Cycle

The security of data can be understood through the use of a data life cycle. The typical life cycle of data is: generation, use, storage and disposal. The following sections provide guidance as to the application of this Policy through the different life cycle phases of data. Users of data are personally responsible for complying with this Policy. All users will be held accountable for the accuracy, integrity, and confidentiality of the information to which they have access. Data must only be used in a manner consistent with this Policy.

Data Usage

All users that access University or student data must do so only in conformance to this Policy. Uniquely identified, authenticated and authorized users only may access data. Each user must ensure that University data under their direction or control are properly labeled and safeguarded according to their sensitivity, proprietary nature, and criticality. Access control mechanisms must also be utilized to ensure that only authorized users can access data to which they have been granted explicit access rights.

Data Transmission

All users that access University or student data to enable its transmission must do so only in conformance to this Policy. Where necessary, data transmitted must be secured via cryptographic mechanisms. This may include the use of confidentiality and/or integrity mechanisms. No proprietary or confidential data may be transmitted electronically; including via e-mail, without the approval of the University’s Chief Information Officer.

Data Storage

All users that are responsible for the secure storage of University or student data must do so only in conformance to this Policy. Where necessary, data stored must be secured via cryptographic mechanisms. This may include the use of confidentiality and/or integrity mechanisms. Access control mechanisms must also be utilized to ensure that only authorized users can access data to which they have been granted explicit access rights. No proprietary or confidential data may be stored in the user’s local media (computer hard drives, CD, DVD, etc.) without prior approval of both the data owner and the Chief Information Officer. Proprietary or confidential data in printed format must be safeguarded and stored in premises or a secured location (i.e. Bank Vault) contracted by the University. At any given time, the data may not be stored in any format in any personal device or any other location not specifically approved by both the data owner and the Chief Information Officer.

Data Disposal

Access control mechanisms must also be utilized to ensure that only authorized users can access data to which they have been granted explicit access rights during the disposal process. The University shall develop and implement procedures to ensure the proper disposal of various types of data. These procedures shall be made available to all users with access to data that requires special disposal techniques.

Data Security Policy Statement

Goals. This Policy has been written with the following goals in mind:

- To educate University users and vendors about their obligation for protection of all data.
- To ensure the security, integrity, and availability of all University and student data.

- To establish the University baseline data security stance and classification schema.

Processing environment. The University processing environment that this Policy applies to is comprised of:

Applications: Application software is system or network-level routines and programs designed by (and for) system users and students. It supports specific business-oriented processes, jobs, or functions. It can be general in nature or specifically tailored to a single or limited number of functions.

Systems: A system is an assembly of computer hardware (e.g., sub-networks, application servers, file servers, workstations, data, etc.) and application software configured for the purpose of processing, handling, storing, transmitting, and receiving data that is used in a production or support environment to sustain specific applications and business organizations in their performance of tasks and business processes.

Networks: A network is defined as two or more systems connected by a communication medium. It includes all elements (e.g., routers, switches, bridges, hubs, servers, firewalls, controllers, and other devices) that are used to transport information between systems.

Data Security Responsibilities: The University, through its Chief Information Officer, is responsible for: Defining the security requirements, controls, and mechanisms applicable to all data.

Defining the methods and guidelines used to identify and classify all data. Defining the procedures for identifying data owners for all data.

Defining the labeling requirements for all data.

Defining all other data security usage, processing, transmission, storage, and disposal processes and procedures.

Defining the procedures necessary to ensure compliance to this Policy by all University users and vendors. Facilitating the evaluation of new regulatory, legal, and also best practice requirements as they are mandated or become recognized in industry.

Management Responsibilities: The University shall use its best efforts to ensure that faculty/staff, vendors, students and others comply with this Policy.

Other Responsibilities: Other organizations affiliated with the University shall have responsibilities to comply with this Policy, such as:

All University agents, vendors, content providers, and third-party providers that process University or student data shall have a documented security policy that clearly identifies the data and other resources and the controls that are being imposed upon them.

All University agents, vendors, content providers, and third-party providers that access the University processing environment and its data or provide content to it shall have a security policy that complies with and does not contradict the University Policy.

All agents, vendors, content providers, and third-party providers must agree not to bypass any of the University's security requirements.

Policy Review: It is the responsibility of the University through the Chief Information Officer to facilitate the review of this Policy on a regular basis. Because of the dynamic nature of the Internet, this Policy should be reviewed at least annually. The President's Cabinet and University Attorney should, at a minimum, be included in the annual review of this Policy.

Data Classification: Data classification is necessary to enable the allocation of resources to the protection of data assets, as well as determining the potential loss or damage from the corruption, loss or disclosure of data. To ensure the security and integrity of all data the default data classification for any data asset is either Confidential Student Data or Proprietary University Data. The University, through its Chief Information Officer, is responsible for evaluating the data classification schema and reconciling it with new data types as they enter usage. All data found in the processing environment must fall into one of the following categories:

Public University data: Public University data is defined as data that any entity either internal or external to the University can access. The disclosure, use or destruction of public University data will have limited or no adverse effects on the University nor carry any significant liability.

Proprietary University Data: Proprietary University data is any information that derives its economic value from not being publicly disclosed. It includes information that the University is under legal or contractual obligation to protect. The value of proprietary University information to the University would be destroyed or diminished if such information were disclosed to others. Most University sensitive information should fall into this category. Proprietary University information may be copied and distributed within the University only to authorized users. Proprietary University information disclosed to authorized external users must be done so under a non-disclosure agreement.

Confidential University Data: Confidential University data is information that is not to be publicly disclosed, regardless of its economic value. The disclosure, use, or destruction of confidential University data can have adverse effects on the University and possibly carry significant civil, fiscal, or criminal liability. This designation is used much less frequently. It is used for highly sensitive information whose access is restricted to selected, authorized employees. The recipients of confidential information have an obligation not to reveal the contents to another individual unless that person has a valid need to know for the information. University confidential information must not be copied without authorization from the identified owner.

Confidential Student Data: Confidential student data is defined as data that only authorized internal University entities or specific authorized external entities can access. The disclosure, use, or destruction of confidential student data can have adverse effects on the University and student relations and possibly carry significant liability for the University. Confidential student data is entrusted to and may transit or is stored by the University (and others) over which they have custodial responsibility but do not have ownership. (Examples of Confidential student data including student bank or credit card information, or other data considered private.)

Public Student Data. Public student data is defined as data that any entity either internal or external to the University can access. The disclosure, use, or destruction of public student data will have limited or no adverse effects on the University or the student and carry no significant liability. Public student data is entrusted to and may transit or be stored by the University (and others) over which they have custodial responsibility but do not have ownership.

Data Ownership: In order to classify data it is necessary that an owner be identified for all data. The owner of data is responsible for classifying their data according to the classification schema noted in this Policy. If an owner cannot be determined for University data, the University, through its Chief Information Officer, must act as its custodian. The default classification for all data not classified by its owner must be either confidential student data or proprietary University data. The University, through its Chief Information Officer, is responsible for developing, implementing, and maintaining procedures for identifying all data and associated owners.

Non-disclosure Agreements: On occasion, data may need to be released to entities outside of the University. When a legitimate business reason exists for releasing sensitive information, a written and signed Non-Disclosure Agreement (NDA), requiring the data recipient's agreement to maintain that data in confidence and restrict its use and dissemination, must be obtained before disclosing the data.

THE CURRICULUM AND DEGREE PROGRAMS

Academic Advising

Academic advising at Salve Regina University is an integral part of our teaching mission that provides students with foundational support to think clearly and make responsible choices about their academic program in order to reach educational, personal and career goals. Faculty and professional advisors will provide students with timely and accurate informational resources. Students, working with faculty advisors, will develop an academic and career plan and enhance their ability for sound decision-making and lifelong learning. Advisors will make referrals as needed to aid all students in their development as scholars and as individuals in service of harmony justice, and mercy.

At Salve Regina University, academic advising provides students with the opportunity to build a relationship with their advisor for the purpose of gaining assistance in planning their educational career, in learning the skills needed for academic success, and in learning how to access the variety of resources and services available to them on campus. Students at Salve Regina are advised by full-time faculty members. New students who indicate a preference for a specific major are assigned an academic advisor in their major who is trained to respond to the needs of first-year students. Students who wish to explore various courses of study before deciding on a major are assigned the Exploratory First-Year Academic Advisor, who is trained to help Exploratory students consider their options in order to choose a program of study that best fits their interests and goals. Once a student is ready to declare their major, the student will be assigned to a new faculty advisor from the major's department.

Academic advising is a collaborative educational process whereby students and their advisors are partners in meeting the essential learning outcomes, ensuring student academic success, and outlining the steps for achievement of the students' personal, academic, and career goals. This advisor/student partnership requires participation and involvement of both the advisor and the student as it is built over the student's entire educational experience at the University. Both the student and the advisor have clear responsibilities for ensuring the advising partnership is successful.

Supplemental Advisors:

- Hannah Cazzetta: Advisor for Exploratory students, Transfer students, and other advising questions/concerns
- Dr. Kimberly Curesky: Pre-Health Advisor
- Dr. Robin Hoffmann, Dr. Timothy Svogun: Pre-Law Advisors
- Aida Neary: International Student Advisor

The Salve Regina University Core Curriculum: Enduring Questions and Contemporary Challenges

The Core curriculum at Salve Regina University allows you to contemplate the compatibility of faith and reason and the ideals of the Catholic intellectual tradition, including the distinctive values lived by the Sisters of Mercy. Core courses are designed to deepen your knowledge in the liberal arts and sciences and refine your skills of inquiry, analysis and communication. A deepened understanding of Christian values, the development of an essential knowledge base and the refinement of a liberal arts skill set are necessary to converse and connect with

- **The Past:** engaging authors, events and traditions in search of enduring human wisdom;
- **The Present:** understanding forces, both material and social, that directly impact us now;
- **The Future:** envisioning alternative possibilities for personal, social and global change.

The Core Curriculum focuses on four primary goals:

1. You will *Dialogue with the Catholic Intellectual Tradition*. Salve Regina University has a Catholic identity, and a proud heritage rooted in the mission of the Sisters of Mercy. Salve Regina welcomes people of all beliefs. It is a learning community of Catholics, students from other religious traditions, and students who profess no religious affiliation.

If you are a student who shares a Catholic identity, the Core offers you an opportunity to develop it more deeply, and expand it in conversation with your own tradition as well as other religious and secular perspectives. If you do not share a Catholic identity,

the Core gives you an opportunity to develop your own worldview more deeply, and expand it in conversation with a variety of secular and religious perspectives, including the Catholic and Mercy traditions.

2. You will *Seek Truth, Pursue Goodness, Encounter Beauty*. A Catholic liberal arts education involves not only education to ground you for the world of work, but integrates skills and concepts of your intended major to a broader experience, one that includes exposure to grand ideas and training in the areas of research, analysis, and rhetorical argument. You will find that expertise in these areas will complement and enhance other marketable skills that you will develop in your major. Study in this curriculum also involves more than reassurance of your strengths, or those subjects in which you may already have an interest. You will be challenged to look for hidden curiosities and talents. This will require some daring on your part, an open-mindedness to exploring new ideas and activities, leaving your comfort zone, being humble, and so, finding out more about yourself. You will discover who you truly are and the vast potential that you hold.

Salve Regina's Core Curriculum prepares you for a lifetime of challenges and opportunities. In addition to learning essential concepts in a number of disciplines, you will be taught how to think and learn from the perspective of each of these disciplines, improving your capacity to understand the world and its people. The liberal arts core also will equip you with the knowledge and skills needed to participate fully and effectively in addressing issues faced by your community, state and the world.

3. You will *Refine your Liberal Arts Skills of Inquiry, Analysis and Communication*. Traditional liberal arts skills, dating back to medieval Catholic universities, include: critical reading, clear writing, and being able to articulate your thoughts orally. They also include quantitative and empirical skills. In the 21st century, they include the ability to pursue inquiry, using tools available in this age of electronic information.

The student of the liberal arts does not just "know things," whether facts or procedures, but knows how to learn, how to grow and adapt, through lifelong reading, conversation, and inquiry. The liberal arts is not just a label for a set of courses; your grounding in the liberal arts will be fundamental to the person you become.

4. You will *Link the Past, Present and Future*. We study the liberal arts not simply out of curiosity, but in order to expand our imaginative possibilities for the present and future. Knowing where humans have been helps us think about where we can be. Knowing where we are today requires looking beneath surfaces or interrogating our immediate impressions in order to grasp the underlying forces that currently influence our lives and to understand our present context more deeply.

Insight into who we are, both as individuals and as a society, is enhanced by an open-minded exploration of who others are. The mission of the University, in part, is to help create a world that is harmonious, just, and merciful. The individual, the society, and the natural world are interconnected. Changes in one impact the others.

The Core Curriculum offers each student opportunities for intellectual, aesthetic, moral and spiritual development. It challenges each student to pursue responsible citizenship and civic engagement for the sake of the common good. It calls us beyond the horizon of our local and national identity in order to address pressing global issues, from poverty and ecological degradation to human rights and international conflicts.

The Salve Regina Core Curriculum challenges you to cultivate intellectual freedom and responsibility by making your own curricular choices through conversation with others. The conversation occurs with your advisor, professors, fellow students, and the subject matter itself. The path you chart through the Salve core is your own. You are free to choose much of it, and also responsible for your choices. You are not only responsible to yourself in the sense of owning your own choices, but you are personally responsible in the formation of your own views, to do justice to the views of others, to the material that you study, and to wider realities of the social and natural world.

Enduring Questions and Contemporary Challenges: Course Requirements

Part I. University Seminar I and II (6 credits)

Introduction to Inquiry, Analysis and Communication

Small Seminars focus on critical reading and written communication skills. A variety of topics will be offered with professors teaching what they know and love.

- UNV101: University Seminar I 3 Credits
- UNV102: University Seminar II 3 Credits

Part II: Faith and Reason (6 credits)

Dialogue with the Catholic Intellectual and Mercy Traditions.

- PHL225: Quest for the Good Life 3 Credits
- RTS225: The Quest for the Ultimate: Dialogue with Global Religious Traditions 3 Credits

Part III. Exploring the Liberal Arts (34-36 credits)

A. Link Past, Present and Future: Paths of Inquiry

At least eight (8) courses across four (4) themes with at least two (2) courses in each theme from different disciplines. Seven of the eight courses must be selected Part III.B of the Core and one University Seminar may count. One additional course may be selected from approved courses offered by any department or program.

Themes:

- *What is Western Heritage? Ancient and Modern*
- *Defining the American Experience*
- *Building Global Awareness*
- *Engaging Creative, Aesthetic and Spiritual Experience*

B. Seek Truth, Pursue Goodness, Encounter Beauty

- 3 Credits Mathematics
- 4-6 Credits Science
- 6 Credits Modern & Classical Languages
- 3 Credits Religious and Theological Studies
- 3 Credits Philosophy
- 6 Credits Social Sciences
- 3 Credits History
- 3 Credits English Literature
- 3 Credits Visual and Performing Arts

Part IV. Integrating and Applying Knowledge (3 credits)

Your **Integrative Capstone** links Enduring Questions and interdisciplinary knowledge from the Core Curriculum to your major in a culminating experience.

Core Curriculum - Associate Degree Program

The Salve Regina University core curriculum for the associate's degree coincides with the courses and their sequencing for the baccalaureate degree programs. Students must complete the common core courses (UNV 101, UNV 102, RTS 225 and PHL 225) and select courses from the core complement: one literature, one from mathematics, one from science, two from social science, one from religious and theological studies, and one from visual and performing arts. Major requirements are defined by the academic department. A minimum of 60 credits are required for graduation.

Options for Exploring the Liberal Arts

Foreign Languages

In French and Spanish, initial placement in a language class level is done by use of a placement exam. Students testing beyond the fourth semester course in French or Spanish at Orientation will place out of the language requirement, having demonstrated language proficiency. Students placing in the fourth semester course will need to complete one additional semester of study in French or Spanish. Students who place below the fourth semester course will need to take two additional semesters of language study. Students who have taken a language other than French or Spanish will be placed in the appropriate class level by faculty.

Students may also choose to begin a new language at the elementary level, in which case they must complete two courses in that language. Students whose first language is not English may need to complete EAP courses for this requirement.

- ARA111: Elementary Arabic I 3 Credits
- ARA112: Elementary Arabic II 3 Credits
- CHN111: Elementary Chinese I 3 Credits
- CHN112: Elementary Chinese II 3 Credits
- FRN111: Elementary French I 3 Credits
- FRN112: Elementary French II 3 Credits
- FRN205: Intermediate French I 3 Credits
- FRN206: Intermediate French II 3 Credits
- FRN241: Communication and Cultures I 3 Credits
- FRN242: Communication and Cultures II 3 Credits
- FRN302: Advanced French Conversation 3 Credits
- FRN304: Advanced French Grammar and Composition 3 Credits
- FRN305: French Culture and Civilization-The Hexagon 3 Credits
- FRN306: Cultures of the Francophone World 3 Credits
- FRN311: Survey of French Literature I 3 Credits
- FRN312: Survey of French Literature II 3 Credits
- GRM111: Elementary German I 3 Credits
- GRM112: Elementary German II 3 Credits
- ITL111: Elementary Italian I 3 Credits
- ITL112: Elementary Italian II 3 Credits
- ITL205: Intermediate Italian I 3 Credits
- ITL206: Intermediate Italian II 3 Credits
- ITL241: Italian Culture & Civilization 3 Credits
- ITL242: Introduction to Italian Literature 3 Credits
- LAT101: Elementary Latin I 3 Credits
- LAT102: Elementary Latin II 3 Credits

- PTG111: Elementary Portuguese I 3 Credits
- PTG112: Elementary Portuguese II 3 Credits
- SPA111: Elementary Spanish I 3 Credits
- SPA112: Elementary Spanish II 3 Credits
- SPA205: Intermediate Spanish I 3 Credits
- SPA206: Intermediate Spanish II 3 Credits
- SPA208: Spanish for the Professions 3 Credits
- SPA241: Communication and Cultures I 3 Credits
- SPA242: Communication and Cultures II 3 Credits
- SPA304: Advanced Spanish Grammar 3 Credits
- SPA305: Spanish American Cultures and Civilizations 3 Credits
- SPA306: Spanish Culture and Civilization 3 Credits
- SPA307: Spanish for Business and Finance 3 Credits
- SPA311: Masters of Spanish American Literature 3 Credits
- SPA312: Masterpieces of Spanish Literature 3 Credits
- SPA322: Contemporary Hispanic Life: Total Immersion 3 Credits
- SPA360: Advanced Conversation 3 Credits
- SPA399: Special Topics 3 Credits
- SPA421: The Hispanic Caribbean 3 Credits
- EAP103: Academic Communication Skills 3 Credits
- EAP104: Advanced Communication Skills 3 Credits
- EAP111: Academic Research and Writing 3 Credits
- EAP112: Academic Writing in the Disciplines 3 Credits

History

- HIS103: Western Civilization I: 500 B.C.-1500 A.D. 3 Credits
- HIS104: Western Civilization II: 1500-present 3 Credits
- HIS113: History of the United States to 1877 3 Credits
- HIS114: History of the United States since 1877 3 Credits
- HIS201: Europe 1789-1914 3 Credits
- HIS202: Europe 1914-1990s 3 Credits
- HIS203: Hitler and the Holocaust 3 Credits
- HIS225/CHP225: Introduction to Public History 3 Credits
- HIS251/AST251: Sport in America 3 Credits
- HIS265: Modern Global History 3 Credits
- HIS299: Special Topics in American History 3 Credits
- HIS306: Modern Germany 3 Credits
- HIS308: Modern France 3 Credits
- HIS309: Modern Russia 3 Credits
- HIS310: Modern England 3 Credits
- HIS311: Modern Ireland 3 Credits
- HIS312: Modern Italy 3 Credits
- HIS313/AST313: American Immigrant Experience 3 Credits
- HIS316: American Economic History 3 Credits
- HIS320: The American Revolution 3 Credits
- HIS321: America's Civil War 3 Credits
- HIS322/AST322: Urban America 3 Credits
- HIS336: Vietnam War 3 Credits

- HIS340: History of Warfare 3 Credits
- HIS399: Special Topics in American History 3 Credits
- HIS403: Modern America 3 Credits
- HIS415: Modern American Foreign Policy 3 Credits
- HIS422: American Presidency 3 Credits

Literature

Students will select one course from the following list:

- ENG201: Literary Masterpieces 3 Credits
- ENG205: Contemporary Global Literature 3 Credits
- ENG210: Myth and Symbol 3 Credits
- ENG215: Elements of Modernism in Twentieth-Century American Literature 3 Credits
- ENG216: Literature and Medicine 3 Credits
- ENG217: African American Literature 3 Credits
- ENG218: Food and Literature 3 Credits
- ENG228: The Romantic Revolution 3 Credits
- ENG229: Victorian Literature 3 Credits
- ENG230: British Modernism and the End of Empire 3 Credits
- ENG241: Film and Literature 3 Credits
- ENG310: Fairy Tales and Fantastic Literature 3 Credits
- ENG313: The American Literary Renaissance 3 Credits
- ENG314: Realism and Naturalism in Nineteenth-Century American Literature 3 Credits
- ENG315: The Harlem Renaissance 3 Credits
- ENG320: Literary Nonfiction 3 Credits
- ENG321: British Literature from Beowulf to Everyman 3 Credits
- ENG322: Literature of the English Renaissance from Wyatt to Marvell 3 Credits
- ENG324: Literature of Oxford 3 Credits
- ENG325: Studies in Shakespeare 3 Credits
- ENG326: Restoration and Eighteenth-Century British Literature 3 Credits
- ENG327: Young Adult Literature 3 Credits
- ENG329: The Inklings: C.S. Lewis, J.R.R. Tolkien and their Circle 3 Credits
- ENG330: Literary Landscape of Newport 3 Credits
- ENG336: The Catholic Imagination in Modern Literature 3 Credits
- ENG337: Modern Irish Writers 3 Credits
- ENG345: Studies in World Literature 3 Credits
- ENG346: Post-Colonial Literature 3 Credits
- ENG349: Literature from the Middle East 3 Credits
- ENG375: Vienna and the Modern World 3 Credits
- ENG376: The World of Jane Austen 3 Credits
- ENG378: Great Women Novelists and their Heroines 3 Credits
- ENG398: Special Topics in Literature 3 Credits
- ENG410: British and American Novels after 9/11 3 Credits
- ENG412: Seminar in Major Authors 3 Credits

Mathematics

Students will complete one course from the following list:

- MTH170: Concepts in Mathematics 3 Credits
- MTH171: Mathematics in the Social Sciences 3 Credits
- MTH172: Quantitative Methods for Business 3 Credits
- MTH173: Discrete Mathematics 3 Credits
- MTH191/201: Applied Calculus 3 Credits
- MTH195/202: Calculus I 4 Credits
- MTH196: Calculus II 4 Credits
- MTH203: Calculus III 4 Credits
- MTH211/300: Linear Algebra 3 Credits
- STA173/201 Statistical Methods 3 Credits (*only for Nursing majors*)

Natural Sciences

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

- BIO105: Human Anatomy and Physiology I 4 Credits
- BIO106: Human Anatomy and Physiology II 4 Credits
- BIO110: Human Biology: Physiology and Health 3 Credits
- BIO111: General Biology I 4 Credits
- BIO112: General Biology II 4 Credits
- BIO140: Humans and Their Environment 3 Credits
- BIO190: Nutrition 3 Credits
- BIO220: Cell Biology and Chemistry 4 Credits
- BIO232: Bioinformatics 4 Credits
- BIO253: Genetics: Classical, Molecular and Population 4 Credits
- BIO273: Flora and Fauna of New Zealand 3 Credits
- BIO275: Tropical Biology 3 Credits
- CHM113: General Chemistry I 4 Credits
- CHM114: General Chemistry II 4 Credits
- CHM121: Chemistry of Human Health I 4 Credits
- CHM130: Chemistry in Society 3 Credits
- PHY201: General Physics I 4 Credits
- PHY202: General Physics II 4 Credits
- PHY205: Principles of Physics I 4 Credits
- PHY206: Principles of Physics II 4 Credits
- SCI102: Forensic Science 3 Credits
- SCI103: Physical Science 3 Credits
- SCI104: Earth Science 3 Credits
- SCI105: Integrated Science With Computers 3 Credits

Religious and Theological Studies

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

- RTS221: The Experience of Loss: Help, Hope and Healing 3 Credits
- RTS262: What the Bible Really Tells Us: The Essential Course for Biblical Literacy 3 Credits
- RTS300: Religious Diversity of Newport 3 Credits

- RTS305: The Spiritual Quest 3 Credits
- RTS315: Thomas Aquinas: Background, Thought, and Legacy 3 Credits
- RTS316: The Satan Seminar 3 Credits
- RTS321: Superheroes, Saints and Sinners: Spiritual Themes in Contemporary Fiction 3 Credits
- RTS325: Who Is My Neighbor? Mercy in the Christian Life 3 Credits
- RTS326: Learning Theology with C. S. Lewis 3 Credits
- RTS327: Techno human? Technology, Genetics, God and the Future of Humanity 3 Credits
- RTS328: Disability, Vulnerability, and Human Flourishing 3 Credits
- RTS332: Care for Creation: Christianity, Ethics and the Environment 3 Credits
- RTS334: Global Ethics 3 Credits
- RTS335: Social Ethics 3 Credits
- RTS336: Marriage and Family Life 3 Credits
- RTS337: Biomedical Ethics 3 Credits
- RTS338: Sexual Ethics 3 Credits
- RTS339: Friendship, Love & Romance: The Call to Intimacy 3 Credits
- RTS340: Church in the Twenty-first Century 3 Credits
- RTS341: Explorations in Christian Theology 3 Credits
- RTS345: Engaging the Catholic Experience 3 Credits
- RTS347: Symbol, Icon & Beauty in Religious Traditions 3 Credits
- RTS355: Christian Jewish Relations: From Hostility to Hope 3 Credits
- RTS356: Contemporary Christian Spirituality 3 Credits
- RTS364: Understanding the Hebrew Scriptures 3 Credits
- RTS365: The Psalms and the Prophets: A Quest for God and Justice 3 Credits
- RTS372: Jesus and the Gospels: "Who Do You Say that I Am?" 3 Credits
- RTS374: The Life and Letters of St. Paul 3 Credits
- RTS375: Good Girls, Bad Girls: Women of the Bible 3 Credits
- RTS381: Engaging the Jewish Experience 3 Credits
- RTS382: Engaging the Muslim Experience 3 Credits
- RTS383: Engaging the Hindu Experience 3 Credits
- RTS384: Engaging the Buddhist Experience 3 Credits
- RTS385: Utopia and Dystopia: Exploring the Roots of Religious Terror 3 Credits
- RTS386: New Religious Movements and Alternative Spiritualities 3 Credits
- RTS399: Special Topics 3 Credits

Philosophy

One course in Philosophy in addition to the common core course, approved by a committee of the faculty.

- PHL120: Logic 3 Credits
- PHL125: Philosophy of the Human Person 3 Credits
- PHL126: The Pre-Socratics, the Sophists, and Socrates 3 Credits
- PHL130: Ancient Philosophy 3 Credits
- PHL140: Medieval Philosophy 3 Credits
- PHL141: Medieval Political Philosophy 3 Credits
- PHL201: Classical Political Philosophy 3 Credits
- PHL202: Modern Political Philosophy 3 Credits
- PHL203: Modern Philosophy 3 Credits
- PHL204: Contemporary Philosophy 3 Credits
- PHL230: Plato 3 Credits
- PHL231: Aristotle 3 Credits

- PHL233: Islamic Philosophy 3 Credits
- PHL234: Chinese Philosophy 3 Credits
- PHL235: God and the Philosophers 3 Credits
- PHL236: Philosophy of Justice 3 Credits
- PHL237: Science Fiction and Philosophy 3 Credits
- PHL242: Thomas Aquinas 3 Credits
- PHL250: Continental Rationalism 3 Credits
- PHL251: British Empiricism 3 Credits
- PHL260: Applied Ethics 3 Credits
- PHL261/AST410: Classic American Philosophy 3 Credits
- PHL271: Ancient and Medieval Philosophy 3 Credits
- PHL325/ADJ325: Philosophy of Law 3 Credits
- PHL333: Reasoning about Race: The Ontology and Ethics of Racial Justice 3 Credits
- PHL334/ENV334: Environmental Justice 3 Credits
- PHL335: Philosophy and Art 3 Credits
- PHL336: Free Will 3 Credits
- PHL337: The Enlightenment and its Critics 3 Credits
- PHL338: Women in Philosophy 3 Credits
- PHL339: Great Thinkers in Ancient Philosophy 3 Credits
- PHL349: Great Thinkers in Medieval Philosophy 3 Credits
- PHL350: Idealism 3 Credits
- PHL359: Great Thinkers in Modern Philosophy 3 Credits
- PHL360: Phenomenology 3 Credits
- PHL361: Existentialism 3 Credits
- PHL362: Analytic Philosophy 3 Credits
- PHL369: Great Thinkers in Contemporary Philosophy 3 Credits
- PHL399: Special Topics 3 Credits
- PHL435: Topics in the Philosophy of Science 3 Credits
- PHL439: Topics in Ancient Philosophy 3 Credits
- PHL449: Topics in Medieval Philosophy 3 Credits
- PHL450: Metaphysics 3 Credits
- PHL459: Topics in Modern Philosophy 3 Credits
- PHL460: Epistemology 3 Credits
- PHL469: Topics in Contemporary Philosophy 3 Credits

Social Science

Students will select two courses from the following. Each course must be from a different discipline.

Economics

- ECN100: Contemporary Global Economic Issues 3 Credits
- ECN101: Introductory Macroeconomics 3 Credits
- ECN263: Global Economics 3 Credits
- ECN314: Comparative Economic and Political Systems 3 Credits
- ECN315: Economic Growth and Development 3 Credits
- ECN316: American Economic History 3 Credits
- ECN317: Economic Ideas in Historical Perspective 3 Credits
- ECN392: China's Evolving Economy 3 Credits

Political Science

- POL115: The American Political System 3 Credits
- POL120: How to Rule the World: Intro to International Relations 3 Credits
- POL201: Classical Political Philosophy 3 Credits
- POL202: Modern Political Philosophy 3 Credits
- POL211: International Relations & Diplomacy 3 Credits
- POL215: American Government: Classic and Contemporary Readings 3 Credits
- POL240: Comparative Politics 3 Credits
- POL299: Special Topics 3 Credits
- POL324/HIS324: American Political Thought 3 Credits
- POL331/HIS331: Contemporary Latin America 3 Credits
- POL332/HIS332: Contemporary Middle East 3 Credits
- POL333/HIS333: Contemporary Africa 3 Credits
- POL334/HIS334: Contemporary Asia 3 Credits
- POL345: International Environment and Development 3 Credits
- POL403: Constitutional Law and Development 3 Credits
- POL406: The Fourth Amendment: Search & Seizure 3 Credits
- POL414/ADJ414: Civil Liberties 3 Credits
- POL415: Modern American Foreign Policy 3 Credits
- POL416: Contemporary Europe and Russia 3 Credits
- POL421: Congress and the Legislative Process 3 Credits
- POL422: American Presidency 3 Credits

Psychology

- PSY100: Introduction to Psychology 3 Credits
- PSY220: Child Development 3 Credits
- PSY250: Social Psychology 3 Credits
- PSY253: Psychology and the Law 3 Credits
- PSY255: Psychology of Prejudice 3 Credits
- PSY282: Psychology, Science, and Pseudoscience 3 Credits
- PSY290: Cross-Cultural Psychology 3 Credits
- PSY390: Optimal Human Functioning/Positive Psychology 3 Credits

Linguistics

- LIN-245: Intro to Linguistics 3 Credits
- LIN-345: Intercultural Communication 3 Credits

Social Work

- SWK-120: Social Problems: Race/Class/Gender 3 Credits

Sociology and Anthropology

- GLO100: Introduction to Global Studies 3 Credits
- SOA110: The Sociological Imagination 3 Credits
- SOA130: Anthropology: Interpreting Cultural Differences 3 Credits
- SOA190: Introduction to Archeology 3 Credits
- SOA200: The Social Fabric: Language in Society 3 Credits
- SOA211: Race and Ethnic Relations 3 Credits
- SOA214: Intimate, Marital and Family Relationships 3 Credits

- SOA217: Myth, Ritual, and Religion 3 Credits
- SOA218: Exploring North American Indian Societies 3 Credits
- SOA219: Popular Culture 3 Credits
- SOA230: Gender and Sexuality: Cross-cultural Perspectives 3 Credits
- SOA249: Global Health: Society, Medicine, and the Body 3 Credits
- SOA260: The Anthropology of Human Rights 3 Credits
- SOA317: Deviant Behavior 3 Credits
- SOA320: "Sex" at "Work" 3 Credits
- SOA335: Global Capital 3 Credits
- SOA350: Food Matters 3 Credits
- SOA390: Field School in Historical Archaeology 3-6 Credits
- SOA420: Gender Violence 3 Credits

Visual and Performing Arts

Students will select one 3-credit course (or three 1-credit courses) from the following list:

- ART100: Creativity and Technology 3 Credits
- ART101: Art in Society 3 Credits
- ART102: Film, Art and Society 3 Credits
- ART106: Introduction to Art: Masterpieces 3 Credits
- ART131: Drawing I 3 Credits
- ART140: The Art of Website Design 3 Credits
- ART150: Illustration I 3 Credits
- ART165: Photography, Race & Identity 3 Credits
- ART180/CHP180: Historic Building Documentation 3 Credits
- ART202: Sculptural Concepts 3 Credits
- ART207/CHP207: Introduction to Architecture 3 Credits
- ART210: Interactivity I: Creating with Code 3 Credits
- ART231: Ceramics I: Clay, Culture and Creativity 3 Credits
- ART241: Graphic Design I 3 Credits
- ART251: Painting I 3 Credits
- ART255: Illustration II 3 Credits
- ART271: Introduction to Digital Photography 3 Credits
- ART272: Introduction to Film Photography 3 Credits
- ART322: Gender and Sexuality in Art 3 Credits
- DNC100: Dance in Society: Aesthetics and Cultural Contexts 3 Credits
- DNC120: Contemporary Dance 2 Credits
- DNC121: Level I Jazz Dance Technique 1 Credit
- DNC122: Ballet I 2 Credits
- DNC123: Tap Dance 1 Credit
- DNC124: Dance for Musical Theatre 1 Credit
- DNC127: Social Dance 1 Credit
- DNC131: Theatrical Jazz Styles & Techniques 2 Credits
- DNC210: Roots of Jazz Dance: Rhythm, Groove, and the American Experience 3 Credits
- DNC220: Contemporary Dance II 2 Credits
- DNC222: Ballet II 2 Credits
- DNC231: Rhythm-Generated Jazz Styles & Techniques 2 Credits
- DNC370: Dance Performance 1 Credit
- DNC399: Special Topics 1-3 Credits

- MSC100: Introduction to Music: Masterpieces 3 Credits
- MSC111: Essentials of Music Theory: An Introduction to Notation 3 Credits
- MSC211: Theory I 3 Credits
- MSC215/AST215: American Music 3 Credits
- MSC220: History of Music through 1750 3 Credits
- MSC221: Bach to Rock: Music from 1750 to the Present 3 Credits
- MSC399: Special Topics 1-3 Credits
- MSI-150-167, MSI-171
- MSP153: University Chorus 0-1 Credit
- MSP241: Jazz Ensemble 0-1 Credit
- MSP243: Symphonic Band 0-1 Credit
- MSP249: Orchestra 0-1 Credit
- MSP363: Madrigal Chorus 0-1 Credit
- THE004: New York Theatre 1 Credit
- THE101: Introduction to Theatre Arts 3 Credits
- THE102: Beginning Acting 3 Credits
- THE135: Stagecraft 3 Credits
- THE211: Theatre History I 3 Credits
- THE261: Public Speaking: Theory and Practice 3 Credits

Community Service Requirement - Feinstein Enriching America Program

As part of our core curriculum, the university requires students to complete 10 hours of community service. This is known as the Feinstein Enriching America Program. It introduces students to the benefits of service learning. It encourages ongoing participation in community service initiatives and service learning courses while students attend the University and in the years following graduation. Salve Regina considers participation in community service a visible way to live the mission of the University. Students will complete a portion of their hours for the Feinstein Enriching America Program through their First Year Transitions (FYT) course. However, students are responsible for logging and completing all 10 hours. Only under exceptional circumstances may students be considered for exemption from the requirement. Appeals are made to the Dean of Undergraduate Studies. All hours must be completed in Rhode Island and logged under the Community Service tab in your [Salve Regina University portal](#) account. Students can find a list of approved opportunities on the Center for Community Engagement and Service page.

Community service can include working with children or the elderly, volunteering in a sports-oriented atmosphere or in local soup kitchens, helping with food drives, working with animals, tutoring, assisting with environmental projects and more.

The center maintains an extensive inventory of service opportunities and facilitates transportation to service sites. Projects not offered through the center must be approved before they can be considered appropriate for a community service experience.

The Feinstein Enriching America Program at Salve Regina is made possible through the generosity of Alan Shawn Feinstein and the Feinstein Foundation.

Degree Programs

Degree Requirements

A minimum 2.0 cumulative grade point average is required to qualify for a Salve Regina University degree. Some programs require a higher grade point average. Consult the program description in this catalog or the department for specific requirements.

Baccalaureate Degrees

The minimum requirement for a bachelor's degree is 120 credits. A minimum of 30 credits, exclusive of credit by examination options, must be taken at Salve Regina as the residency requirement. Students pursuing the Bachelor of Arts and Science degree must satisfy the course and credit requirements of two major areas, one of a B.A. program, one of a B.S. program.

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

The Bachelor of Arts degree in liberal studies requires students to complete a minimum of 24 credits in a concentration approved by the department chair or faculty advisor. A student may apply for this program after earning 90 credits. For more information, contact the Dean of Undergraduate Studies.

Major

The University confers undergraduate degrees in the following disciplines:

- Accounting (B.S.)
- Administration of Justice (A.A.)
- Administration of Justice (B.A.)
- American History (B.A.)
- American Studies (B.A.)
- Art History (B.A.)
- Biochemistry (B.A.)
- Biochemistry (B.S.)
- Biochemistry (B.A.)/Pharmacy (3+3)
- Biology (B.A.)
- Biology (B.S.)
- Biology (B.S.)/Pharmacy (3+3)
- Biology and Secondary Education (B.A.S.)
- Business Administration (B.S.)
- Chemistry (B.A.)
- Chemistry (B.A.)/Biomedical Engineering (B.S.) (3+2)
- Chemistry (B.A.)/Chemical Engineering (B.S.) (3+2)
- Chemistry (B.S.)
- Chemistry and Secondary Education (B.A.S.)
- Communications (B.A.)
- Creative Writing & Publishing (B.A.)
- Cultural and Historic Preservation (B.A.)
- Dance (B.A.)
- Early Childhood Education (B.S.)
- Economics (B.A.)
- Economics (B.S.)
- Elementary Education (B.S.)
- Elementary Education and Special Education (B.S.)
- Environmental Studies (B.A.)
- European History (B.A.)
- Financial Management (B.S.)
- French (B.A.)
- Global Business and Economics (B.S.)
- Global Studies (B.A.)
- Healthcare Administration (B.S.)
- History and Secondary Education (B.A.S.)
- Literature (B.A.)
- Literature/Secondary Education (B.A.S.)
- Marketing (B.S.)

- Mathematics (B.A.)
- Mathematics (B.A.)/Electrical Engineering (B.S.) (3+2)
- Mathematics (B.A.)/Mechanical Engineering (B.S.) (3+2)
- Mathematics (B.A.)/Systems Science & Engineering (B.S.) (3+2)
- Mathematics (B.A.)/Data Science (M.S.) (3+2)
- Mathematics and Secondary Education (B.A.S.)
- Medical Technology (B.S.)
- Music (B.A.)
- Music Education (B.A.S.)
- Nursing (B.S.)
- Philosophy (B.A.)
- Political Science (B.A.)
- Psychology (B.A.)
- Religious and Theological Studies (B.A.)
- Secondary Education (B.A.S.)
- Social Work (B.S.)
- Sociology and Anthropology (B.A.)
- Spanish (B.A.)
- Studio Arts, Ceramics Concentration (B.A.)
- Studio Arts, Graphic Design Concentration (B.A.)
- Studio Arts, Illustration Concentration (B.A.)
- Studio Arts, Interactive Media Arts Concentration (B.A.)
- Studio Arts, Painting Concentration (B.A.)
- Studio Arts, Photography Concentration (B.A.)
- Theatre Arts (B.A.)
- World Languages Education - French (B.A.S.)
- World Languages Education - Spanish (B.A.S.)

Concentration

- Administration of Justice, Cyber Resiliency Concentration
- Administration of Justice, International Justice and National Security Concentration (B.A.)
- Administration of Justice, Juvenile Justice Concentration (B.A.)
- Biology, Environmental Sciences Concentration (B.S.)
- Biology, Microbiology Concentration (B.S.)
- Political Science, American Government and Public Law (B.A.)
- Political Science, International Relations and Comparative Politics Concentration (B.A.)
- Religious and Theological Studies, Christian Theology Concentration, B.A.
- Religious and Theological Studies, Ethics Concentration, B.A.
- Religious and Theological Studies, Scripture Concentration (B.A.)
- Religious and Theological Studies, World Religions Concentration (B.A.)
- Theatre, Acting Concentration (B.A.)
- Theatre, Technical Concentration (B.A.)

Minor

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

- Accounting Minor
- Administration of Justice Minor

- Art History Minor
- Biology Minor
- Business Administration Minor
- Chemistry Minor
- Creative Writing Minor
- Cultural and Historic Preservation Minor
- Dance Minor
- Data Analytics
- Economics Minor
- Communications Minor
- Literature Minor
- Environmental Studies Minor
- Film Minor (Interdisciplinary)
- Food Studies Minor
- French Minor
- Global Business and Economics Minor
- Global Studies Minor
- Healthcare Administration Minor
- History Minor
- Human Services Minor
- Italian Studies Minor
- Marketing Minor
- Mathematical Finance Minor
- Mathematics Minor
- Music Minor
- Neuroscience Minor
- Philosophy Minor
- Political Science Minor
- Psychology Minor
- Religious and Theological Studies Minor
- Secondary Education Minor
- Sociology and Anthropology Minor
- Spanish Minor
- Spanish Minor for Health and Service Professions
- Special Education Minor
- Sports Management Minor
- Studio Art Minor
- Theatre Arts Minor
- Women, Gender and Sexuality Studies Minor

Certificate

- Juvenile Justice Certificate

Pre-Law

Salve Regina University has a pre-law advisor who will consult with students interested in pursuing a career in the law. The pre-law advisor also hosts events where students can meet with Salve alumni to learn about their experience applying and attending law school.

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

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

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

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

Combined Bachelor's/Master's Degree Programs

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

M.A. in applied behavior analysis (5 years)
MBA: Master of Business Administration (5 years)
M.A. in clinical rehabilitation and mental health counseling (6 years)
M.S. in healthcare administration and management (5 years)
M.A. in holistic clinical mental health counseling (6 years)
M.A. in holistic counseling (6 years)
M.A. in holistic leadership (5 years)
M.A. in humanities (6 years)
M.S. in innovation and strategic management (5 years)
M.A. in international relations (5 years)
M.A. in rehabilitation counseling (5.5 years)

These programs are designed for the University's highly motivated and qualified undergraduates. Eligibility for the programs requires timely planning and coordination of the undergraduate and graduate curricula. Candidates for the programs apply by February 15th of their junior year. Applicants should have a cumulative grade point average of at least 3.30 and should expect to take up to four graduate courses for 12 credits in the senior year- six credits apply toward the baccalaureate degree and six credits apply toward the master's degree.

- Undergraduate students who are enrolled in graduate courses must be full time (minimum of 12 credits) at the start of the 15-week semester. Graduate level courses that begin in the second session do not count toward the minimum.
- Undergraduate students may register for no more than two graduate courses per semester and for a total of no more than four graduate courses while having undergraduate status.

Final acceptance is conditioned on successfully completing the undergraduate degree. Students interested in pursuing one of these programs should contact the Office of Graduate Studies and Continuing Education to schedule an appointment to meet with the appropriate graduate program director as soon as they develop that interest. Consult the specific program for details on Combined Bachelor's/Master's Degree Programs.

Double Majors

Salve Regina University encourages students to consider a double major when feasible. Advisors and department chairs work with students to try and facilitate a double major and to determine whether the proposed major combination appears to be within the student's capabilities and achievable within a reasonable period of time. Students should be cautioned that it may not be feasible to complete a double major within four years. Summer courses and a heavier course load, including overload fees, may

be required to complete a second major. Course cancellation, long-term illness, failure to pass a course, or other unforeseen situations may jeopardize the ability of the student to complete the double major. For the double major, especially careful advising that includes faculty members of both majors should take place.

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

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

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

Simultaneous Pursuit of Two Baccalaureate Degrees

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

Second Degree Students

Students who have previously completed a baccalaureate degree and wish to pursue a second baccalaureate degree at Salve Regina University follow the regular application procedures. These students are classified as special students and must complete requirements in the major, as well as prerequisites, and core curriculum requirements in Religious and Theological Studies (RTS225 and a core RTS course). Second degree students must complete a minimum of 30 credits in the second degree program at Salve Regina University to receive their degrees. International students whose first language is not English and who already possess a baccalaureate degree must complete the University's core curriculum requirements in Religious and Theological Studies (RTS225 and a core RTS course) and complete EAP courses through EAP104 and EAP111-EAP112, unless they have a minimum TOEFL score of 79 (550).

Associate of Arts

The minimum requirement for an associate's degree is 60 credits. A minimum of 30 credits, exclusive of credit by examination options, must be taken in course work at Salve Regina as the residency requirement.

Continuing Education

The Continuing Education program seeks to address the needs of adult learners by offering evening courses that meet at the Center for Adult Education in Warwick RI, in a mixture of hybrid, 7-week compressed and traditional full semester courses. Such courses are available only to students enrolled in a continuing education program. Continuing education students are subject to academic and financial policies published in this catalog such as federal loan eligibility, satisfactory academic progress, grading, and graduation. Registration information for continuing education is available online at the Continuing Education website (<http://www.salve.edu/continuing-education/register-classes>). For information on the RN to BSN program, please see the Nursing section of this catalog.

Special Programs and Opportunities

Service Learning

Service learning is the integration of socially significant, field-based community service with learning and reflection in the context of an academic course. Participating in a service learning experience provides students with the opportunity to serve the

community in a way that utilizes the knowledge and skills learned in the classroom. As such, service learning is an excellent way to live out the University's Mission to "seek wisdom and promote universal justice." Students are encouraged to participate in service learning in courses that offer this opportunity. Students can learn about Service Learning opportunities through the Center for Community Engagement and Service.

Interdisciplinary Programs

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

Pell Honors

The Pell Honors program promotes the University's Mission of preparing students to serve the community, to seek peace and justice in the world, and to be responsible citizens at the local, national, and international levels. The aim of the Pell Honors program, therefore, is to realize Senator Pell's vision of education as the key to informed citizenship. One of the best ways to attain a liberal education - an education fit for a free individual and self-government - is through a serious study of the great ideas that have shaped human thought and history. Students pursue a challenging course of study comprised of courses mostly centered around great texts and/or primary sources.

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

The honors program extends through the traditional four years of baccalaureate study but can be completed in three years. The program consists of the following main components:

1. Specially-designed honors sections of the University seminars, core courses and Special Topics seminars;
2. A junior-level internship or study-abroad experience;
3. Participation in a variety of academic opportunities that may include workshops, lectures, reading groups and discussions.

Pell Honors students must maintain a minimum 3.3 cumulative grade point average to remain in the program.

Pell Honors Program students in good standing (cumulative GPA 3.3 or higher) may request to waive fees for up to 9 overload credits by completing an [Overload Approval Form](#).

For more information see [Pell Honors Program](#).

English for Academic Purposes

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

Internships

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

Office of International Programs

In support of the mission of Salve Regina, the Office of International Programs actively promotes international and intercultural understanding and enriches the curricular and co-curricular environment by facilitating the exchange of people and ideas and assisting in the development of the skills and attitudes necessary for our graduates to function as global citizens. The office supports study abroad and exchange programs, international partnerships, international student services and a range of on-campus international programming. Programming includes International Education week, held annually in November, and the Language House, a residential living and learning community focused on the French and Spanish languages and cultures.

International Student Services

The Office of International Programs assists newly accepted students with all pre-arrival and pre-enrollment steps including travel documentation. The Office hosts a mandatory week long international student orientation. In addition, a dedicated team supports enrolled international students throughout their degree program or exchange stay with federal and state regulations affecting international students (immigration, taxes) as well as offering academic, cultural and personal support and programming to meet the specific needs of international students. Each international student will be assigned an academic advisor from the Office of International Programs to assist them in the selection of academic courses. This advisor will be a supplemental advisor to their faculty major advisor.

Study Abroad

The Office of International Programs provides advising and assistance to Salve Regina students who wish to study abroad as part of their degree program. In conjunction with Salve academic departments, partner universities and affiliate program providers we offer short term, semester and year-long programs throughout the world. Academic prerequisites and admission requirements vary by program. Students wishing to pursue any of these opportunities must complete an application with the Office of International Programs. Federal Financial Aid, institutional aid and merit scholarships are available to students enrolling in approved study abroad programs during the semester and academic year. Students should consult with their Study Abroad advisor as well as the Office of Financial Aid to consider their various program options and costs, to understand any adjustments to their aid packages and to explore applicable external scholarship opportunities.

Military Science and Leadership (Army ROTC)

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

The military science courses listed below serve as electives designed to complement the various undergraduate majors available at Salve Regina. They emphasize development of individual leadership ability and preparation of the student for future leadership roles in the Army. Professional military education skills such as written communications, human behavior, history, mathematical reasoning and other skills, are fulfilled through the combination of the core curriculum and military science. Significant scholarship opportunities are available to students participating in the ROTC program, based on performance and not on financial need. Although enrollment in ROTC courses does not constitute joining the U.S. Army, nor does it constitute an obligation to do

so, physically qualified American citizens who complete the entire ROTC program are eligible to be commissioned in the U.S. Army. Delayed entry into active service for the purpose of graduate study is available.

- MSL101: Introduction to Leadership I
- MSL102: Introduction to Leadership II
- MSL201: Leadership and Military History
- MSL202: Leadership and Team Building
- MSL300: Leadership Training Internship
- MSL301: Advanced Leadership Management I
- MSL302: Advanced Leadership Management II
- MSL401: Adaptive Leadership
- MSL402: Adaptive Leadership in a Complex World

ACADEMIC PROGRAMS

Administration of Justice

Department Chair: Paul Joyce, Ph.D.

The Department of Administration of Justice provides a broad-based education in the various components of the justice system including law enforcement, the judicial system, corrections and juvenile justice. This major prepares men and women to become leaders and outstanding practitioners in careers related to the justice system as well as for advanced educational opportunities, such as law school or other graduate programs. The Administration of Justice faculty provides an education that is ethically centered and which recognizes the importance diversity and inclusion are for the American Justice System to succeed at all levels. A global society demands an interdisciplinary approach to an education in the justice system that combines law and procedure, technology, business, policy development, human resource management, as well as other traditional disciplines. Just as important as providing opportunities for students to develop professional skills, is the opportunity for students to develop an ethical commitment to "justice for all," particularly as it relates to the underprivileged, educationally disadvantaged, minority citizens, women, children and the physically and mentally disadvantaged. In the course of this program, students develop a commitment to values and the pursuit of justice, including advocating for peaceful and lasting social change. The mission of the department embraces Salve Regina University's Mission Statement which "encourages students to work for a world that is harmonious, just, and merciful." The department views law as a vehicle for balancing the rights of the individual and the enforcement of duties, and as such, a means of establishing a more just and humane society. Maintaining the highest standards of integrity and personal responsibility is the expectation required from every student. Unethical and/or unlawful behavior will have a negative impact on the ability of an individual to attain employment in the justice field.

Combined Bachelor's/Master's Program Leading to the Master of Science in Administration of Justice and Homeland Security

The graduate program in the Administration of Justice and Homeland Security at Salve Regina University endeavors to address the professional requirements demanded of justice practitioners. The objective of the graduate program is to develop professionals who are morally centered and who will serve their communities guided by the principles of equal rights and respect for others. The courses in this program focus on: 1) the philosophical, historical, ethical, behavioral and policy dimensions of the discipline; 2) an analytical approach to practice within the criminal justice system and 3) practical tools to improve effectiveness within the various professional roles. Salve Regina University offers an accelerated program of study that leads to both a bachelor's and a master's degree within five years. The design of this program is for the University's highly motivated, academically talented and qualified university undergraduates with a recommended grade point average of 3.30 or higher. Current undergraduates must complete the application process by February 15th of their junior year. Undergraduate students considered for the combined bachelor's/master's degree program are conditionally accepted into the master's program and may take four graduate courses (12 credits) during their senior year. Of these 12 credits, six are applied to the undergraduate degree. Final acceptance into the program is contingent upon the successful completion of the undergraduate degree and four graduate courses in the senior year. The total number of credits required to complete the combined bachelor's/master's degree program is 150, 24 of which are graduate credits taken in the fifth year. Undergraduate students may register for no more than two graduate courses per semester and for a total of no more than four graduate courses while having undergraduate status.

Related programs in other departments are the M.S. in Management and the M.A. in International Relations.

Administration of Justice Associate of Arts Degree (A.A.)

Students concentrating in Administration of Justice in the Associate of Arts degree program must take a minimum of eight courses (24 credits) in Administration of Justice. Core requirements are listed on page 54; a minimum of 60 credits are required for graduation.

The required courses for the Administration of Justice concentration toward the A.A. degree are:

- ADJ100: Introduction to the Justice Process 3 Credits
- ADJ110: American Judicial System 3 Credits
- ADJ210: Principles of Correctional Operations 3 Credits

- ADJ230: Juvenile Justice 3 Credits
- ADJ302: Criminal Law and Procedure Part I 3 Credits
- Three 3-credit ADJ electives 9 Credits

Administration of Justice (B.A.) Major Requirements

Administration of Justice majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 18–26 elective credits, and 51 credits of major courses. Students take a minimum of 13 courses (39 credits) in Administration of Justice exclusive of workshop credits, and four support courses (12 credits):

- ADJ100: Introduction to the Justice Process 3 Credits
- ADJ110: American Judicial System 3 Credits
- ADJ210: Principles of Correctional Operations 3 Credits
- ADJ230: Juvenile Justice 3 Credits
- ADJ302: Criminal Law and Procedure Part I 3 Credits
- ADJ431: Justice and the Constitution 3 Credits
- Six additional Administration of Justice courses from a selection of 3-credit electives for 15 Credits

One of the following courses:

- ADJ443: Contemporary Trends/Issues in Justice Capstone 3 Credits
- ADJ444: Special Projects: Police Community Relations 3 Credits

Students take the following course in other disciplines:

- APT: Three Credits in Applied Technology Courses

One of the following sociology courses:

- SOA110: The Sociological Imagination 3 Credits
- SOA130: Anthropology: Interpreting Cultural Differences 3 Credits
- SOA211: Race and Ethnic Relations 3 Credits
- SOA214: Intimate, Marital and Family Relationships 3 Credits
- SOA230: Gender and Sexuality: Cross-cultural Perspectives 3 Credits
- SOA317: Deviant Behavior 3 Credits

Two Psychology courses:

- PSY100: Introduction to Psychology 3 Credits
Take an additional course from the following:
- PSY220: Child Development 3 Credits
- PSY230: Adolescent and Adult Development 3 Credits
- PSY250: Social Psychology 3 Credits
- PSY253: Psychology and the Law 3 Credits
- PSY255: Psychology of Prejudice 3 Credits
- PSY260: Theories of Personality 3 Credits
- PSY290: Cross-Cultural Psychology 3 Credits

Degree Plan for Administration of Justice (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ADJ100: Introduction to the Justice Process (3 credits)	X	
PSY100: Introduction to Psychology (3 credits) <i>or</i> SOA110: The Sociological Imagination (3 credits) <i>(one each semester)</i>	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
ADJ110: American Judicial System (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) <i>(one each semester)</i>	X	X
ADJ210: Principles of Correctional Operations (3 credits) <i>or</i> Second PSY course (3 credits) <i>(one each semester)</i>	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
ADJ230: Juvenile Justice (3 credits)	X	
ADJ Elective (3 credits)		X
Third Year		
ADJ302: Criminal Law and Procedure Part I (3 credits) <i>or</i> APT: Applied Technology Course (3 credits) <i>(one each semester)</i>	X	X
Core Course (3 credits)	X	
ADJ Elective (3 credits)	X	X
ADJ Elective (3 credits)	X	X
Elective (3 credits)	X	X
ADJ Elective (3 credits)		X
Fourth Year		
ADJ443: Contemporary Trends/Issues in Justice Capstone (3 credits) <i>or</i> Elective (3 credits) <i>(one each semester)</i>	X	X
ADJ431: Justice and the Constitution (3 credits)		X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	

Administration of Justice Minor Requirements

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

- ADJ100: Introduction to the Justice Process 3 Credits
- ADJ110: American Judicial System 3 Credits

- ADJ210: Principles of Correctional Operations 3 Credits
- ADJ230: Juvenile Justice 3 Credits
- Three 3-credit ADJ electives 9 Credits

Administration of Justice, Cyber Resiliency Concentration Requirements

The design of this program is concentrated on providing an interdisciplinary approach to cyber resiliency. Through a technical, theoretical, philosophical, strategic and policy-based concentration program, students will delve into cutting-edge obscenity concepts. Upon completion of the concentration program, students will develop a holistic understanding of cyber resiliency that they can then apply at the individual, systems, local, national and international level. The concentration requires 13 to 17 credits, in addition to major and core requirements.

Prerequisite

- CSC210: Introduction to Programming in Python 3 Credits

Required course

- ADJ315: Computer Crime 3 Credits

Choose one of the following

- ADJ260: Principles of Digital Forensics 3 Credits
- ADJ261: Information Security Essentials 3 Credits

Two Electives

- BIO232: Bioinformatics 4 Credits
- MGT070: Cybercrime in Business 1 Credit
- ADJ243: Comparative Law and Justice in a Deeply Cybered World 3 Credits
- ADJ260: Principles of Digital Forensics 3 Credits
- ADJ261: Information Security Essentials 3 Credits
- ADJ318: Disruptive Technology, Innovation and National Security 3 Credits
- APT330: Advanced Information Systems: A+ Certification Preparation Course 3 Credits
- APT340: Network+, Data Communications and Security 3 Credits
- RTS327: Techno human? Technology, Genetics, God and the Future of Humanity 3 Credits

International Justice and National Security Concentration Requirements

Key Issues pertinent to globalization including ethical and privacy dilemmas, policies and experiences of other countries, enforcement and control of terrorist activities including computer crime, and impact on the United States of America are studied.

The concentration requires 15 credits, in addition to major and core requirements. Students pursuing the concentration in International Justice and National Security take three additional Administration of Justice courses and two support courses from other disciplines.

International Justice and National Security courses:

- ADJ243: Comparative Law and Justice in a Deeply Cybered World 3 Credits
- ADJ323: Introduction to Homeland Security and the Intelligence Community 3 Credits
- ADJ430: Controversial Legal Issues 3 Credits

Support Courses (choose two)

- ADJ312: Ethics in the Criminal Justice System 3 Credits
- ADJ315: Computer Crime 3 Credits
- ADJ418: Terrorism: Theory and Politics 3 Credits
- ENV334: Environmental Justice 3 Credits

- ENG349: Literature from the Middle East 3 Credits
- ENV350: Natural Resource Management 3 Credits
- ENG358: Global Media 3 Credits
- HIS265: Modern Global History 3 Credits
- HIS340: History of Warfare 3 Credits
- HIS415: Modern American Foreign Policy 3 Credits
- NUR444: Public Health and Disaster Response Planning 3 Credits
- POL211: International Relations & Diplomacy 3 Credits
- SOA260: The Anthropology of Human Rights 3 Credits

Juvenile Justice Concentration Requirements

Students pursuing the Concentration in Juvenile Justice take two additional Administration of Justice courses and three support courses from other disciplines. The concentration requires 15 credits, in addition to major and core requirements.

Administration of Justice courses:

- ADJ331: Punishment and Treatment of Juvenile Offenders 3 Credits

One of the following courses:

- ADJ305: Internship in Administration of Justice I 3 Credits
- ADJ306: Internship in Administration of Justice II 3 Credits

Support courses:

- SOA211: Race and Ethnic Relations 3 Credits

One Psychology course from the following:

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

One Social Work course from the following:

- SWK340: Working with Children and Youth 3 Credits
- SWK350: Working with Families 3 Credits

Juvenile Justice Certificate Requirements

Graduates of Salve Regina University who have received their Bachelor of Arts with a major in Administration of Justice may earn a Certificate in Juvenile Justice by taking three Administration of Justice courses and three support courses from other disciplines. The concentration requires 15 credits, in addition to major and core requirements.

Two Administration of Justice courses:

- ADJ230: Juvenile Justice 3 Credits
- ADJ331: Punishment and Treatment of Juvenile Offenders 3 Credits

One of the following courses:

- ADJ305: Internship in Administration of Justice I 3 Credits
- ADJ306: Internship in Administration of Justice II 3 Credits

Support courses:

- SOA211: Race and Ethnic Relations 3 Credits

One Psychology course from the following:

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

One Social Work course from the following:

- SWK340: Working with Children and Youth 3 Credits
- SWK350: Working with Families 3 Credits

American Studies

Coordinator: Timothy B. Neary, Ph.D.

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

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

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

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

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

American Studies (B.A.) Major Requirements

Students majoring in American Studies complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 27–29 elective credits, and 42 credits (14 courses) in their major.

Four required interdisciplinary foundational courses (12 credits):

- AST201: American Civilization I: Introduction to American Studies 3 Credits
- AST202: American Civilization II: Theory and Practice 3 Credits
- AST390: American Civilization III: Research Methods 3 Credits
- AST490: American Civilization IV: Senior Thesis Capstone 3 Credits

Five required disciplinary courses (15 credits):

One of the following courses in American arts:

- AST215: American Music 3 Credits
- AST303: American Art: 1650-1950 3 Credits
- AST397: Special Topics in Film 3 Credits

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

- AST190: Introduction to Archaeology 3 Credits
- AST301: American Architecture Survey 3 Credits

One of the following courses in American literature:

- AST314: Realism and Naturalism in 19th-Century American Literature 3 Credits
- AST315: The American Literary Renaissance 3 Credits

One of the following courses in American history:

- AST313: American Immigrant Experience 3 Credits
- AST322: Urban America 3 Credits

The following course in American philosophy:

- AST262: Classic American Philosophy 3 Credits

Five elective courses (15 credits):

Students choose a minimum of five additional elective courses in consultation with their advisor and with approval from the program coordinator.

Additional Information

Students also produce an original piece of scholarly research and publicly present it during the fall semester of senior year.

American Studies majors are encouraged, but not required, to study abroad and participate in an internship. Students planning to study abroad should do so in the fall of their junior year.

Degree Plan for American Studies (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
AST201: American Civilization I: Introduction to American Studies (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
AST202: American Civilization II: Theory and Practice (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
AST Required Disciplinary Elective (3 credits)	X	X
AST Elective (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Third Year		
AST Required Disciplinary Elective (3 credits)	X	X
AST Elective (3 credits)	X	X
Core Course (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
AST390: American Civilization III: Research Methods (3 credits)		X
Fourth Year		
AST490: American Civilization IV: Senior Thesis Capstone (3 credits)	X	
AST Required Disciplinary Elective <i>or</i> AST Elective (3 credits) (<i>one each semester</i>)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)		X

Art and Art History

Department Chair: Anthony F. Mangieri, Ph.D.

Cultural and Historic Preservation Coordinator: Jeroen van den Hurk, Ph.D.

The Department of Art and Art History offers three degree programs: B.A. in Studio Art; B.A. in Art History; B.A. in Cultural and Historic Preservation.

For more information about the B.A. in Cultural and Historic Preservation please refer to the Cultural and Historic Preservation section of the catalog.

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

The Dorrance H. Hamilton Gallery

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

All majors are required to participate in department activities.

Art History (B.A.) Major Requirements

The student majoring in Art History completes a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page 51), 26–31 elective credits, and 40 credits (14 courses) in their major. Of the 40 credits, 1 must be the Freshman Studio Seminar, 3 must be in Studio, and 36 must be in Art History. The Studio credits may be chosen from any of the entry-level Studio Art courses. For the Art History credits, the student should first complete two broad-based surveys (**ART208** and **ART209**). Subsequent advanced coursework involves ten in-depth courses in Western and non-Western art. A tenth advanced course takes the form of an internship at an art museum, gallery, historic house, or other cultural institution in order to provide real-world, hands-on experience. During the senior year, the student should complete two semesters devoted to thesis research and production (**ART441** and **ART442**).

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

Required Courses:

- ART091: Freshman Art Seminar 1 Credit
- ART208: History of World Art I: Prehistoric to 1400 3 Credits
- ART209: History of World Art II: 1400 to Today 3 Credits
- ART312: Classical Art and Archaeology 3 Credits
- ART316: Narrative and Meaning in Medieval and Renaissance Art 3 Credits
- ART317: Topics in Non-Western Art 3 Credits
- ART354: Art Theory and Criticism 3 Credits
- ART441: Senior Thesis Research in Art History 3 Credits
- ART442: Senior Thesis Production in Art History 3 Credits
- ART474: Apprenticeship/Internship in the Visual Arts 3-6 Credits
or ART405: Curatorial Practice and the Gallery Experience 3 Credits

Three additional art history electives (chosen from the following list of courses) 9 Credits

- ART322: Gender and Sexuality in Art 3 Credits
- ART323: History of Newport Architecture 3 Credits
- ART324: Twentieth-Century Art 3 Credits
- ART325: Wonder: Art, Nature, and Museums 3 Credits
- ART326: Exploring Art in the Museum of Fine Arts, Boston 3 Credits
- ART398: Special Topics in Art History 3 Credits
- ART405: Curatorial Practice and the Gallery Experience 3 Credits
(if taken as a required class, must select another course from this list)
- ART410: Research Assistantship in Art History 3 Credits
- CHP301: American Architecture Survey 3 Credits
- CHP307: 20th and 21st Century Architecture 3 Credits
- CHP311: Landscape History and Interpretation 3 Credits
- CHP330: Analysis and Interpretation of Archaeological Materials: Material Culture in Everyday Life 3 Credits

Studio Art Requirement for the Art History major:

- One studio art elective 3 Credits

Foreign Language Requirement:

- Students must complete study of one modern foreign language through at least the intermediate level.

Degree Plan for Art History (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ART091: Freshman Art Seminar (1 credit)	X	
ART208: History of World Art I: Prehistoric to 1400 (3 credits)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
ART209: History of World Art II: 1400 to Today (3 credits)		X
Elective (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) <i>(one each semester)</i>	X	X
ART312: Classical Art and Archaeology (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Studio art elective or Elective (3 credits)	X	X
300-Level Art History Elective (3 credits)		X

Third Year		
ART316: Narrative and Meaning in Medieval and Renaissance Art (3 credits)	X	
ART354: Art Theory and Criticism (3 credits)	X	
Core Course (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)		X
ART474: Apprenticeship/Internship in the Visual Arts (3-6 credits) <i>or</i> ART405: Curatorial Practice and the Gallery Experience (3 credits)		X
300-Level Art History Elective (3 credits)		X
Fourth Year		
ART317: Topics in Non-Western Art (3 credits)	X	
ART441: Senior Thesis Research in Art History (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
300-Level Art History Elective (3 credits)		X
ART442: Senior Thesis Production in Art History (3 credits)		X

Art History Minor Requirements

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

Required Courses:

- ART208: History of World Art I: Prehistoric to 1400 3 Credits
- ART209: History of World Art II: 1400 to Today 3 Credits
- One studio art elective 3 Credits

Additional Requirements:

- Four art history electives are approved in consultation with a departmental advisor 12 Credits

A student can transfer credits for one art history course from an outside institution, while other outside art history courses will apply to general electives.

Studio Art (B.A.) Major Requirements

Students majoring in Studio Art complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page 51), 28–31 elective credits, and 44–50 credits (14 courses) in their major. Students may complete major requirements with 43–49 credits if ART 202 is used to fulfill both the 3D requirement and the woodshop safety requirement. Courses and credits in Art may vary according to the student's area of specialization. Studio Art majors may concentrate in ceramics, graphic design, painting, photography, illustration or interactive media arts (IMA). All Studio Art majors are required to participate in a comprehensive portfolio review during the spring semester of the freshman year. In addition, all Studio Art majors are required to participate in the Senior Exhibition held in the Dorrance H. Hamilton Gallery during the spring semester of their final year. Although it is not part of these requirements, students who qualify may take the optional course, ART445: Senior Honors Thesis.

Required Courses:

- ART074: Woodshop Safety & Tools 1 Credit
or ART202: Sculptural Concepts as the 3D requirement 3 Credits

- ART091: Freshman Art Seminar 1 Credit
- ART100: Creativity and Technology 3 Credits
- ART131: Drawing I 3 Credits
- ART132: Drawing II 3 Credits
- ART200: Drawing III 3 Credits
- ART208: History of World Art I: Prehistoric to 1400 3 Credits
- ART209: History of World Art II: 1400 to Today 3 Credits
- ART300: Advanced Studio Concepts 3 Credits
- ART354: Art Theory and Criticism 3 Credits
- ART400: Portfolio 3 Credits
- ART446: Professional Practices Capstone 3 Credits
- Two upper-level (300- or 400-level) art history electives 6 Credits

Studio Art majors must complete one of the following concentrations:

- Ceramics
- Graphic Design
- Illustration
- Interactive Media Arts (IMA)
- Painting
- Photography

All students must take a class in a 3-D art form, either ART202 (Sculptural Concepts) or a Ceramics course.

Extra (optional) elective course requiring faculty approval:

- ART445: Senior Honors Thesis 3 Credits
Although it is not part of these requirements, students who qualify can opt to produce a Senior Honors Thesis. After applying and receiving approval, students consult with faculty members and then participate in a spring Senior Honors Thesis Exhibition at the Hamilton Gallery. In addition to this senior honor thesis exhibition, students enrolled in ART445 must also participate in the regular Senior Exhibition held later in the Hamilton Gallery.

Studio Arts, Ceramics Concentration (B.A.) Requirements

- ART231: Ceramics I: Clay, Culture and Creativity 3 Credits
- ART232: Ceramics II: Throwing on the Potter's Wheel 3 Credits
- ART331: Concentrated Studies: Ceramics III 3-9 Credits
- One two-dimensional studio elective

Studio Arts, Graphic Design Concentration (B.A.) Requirements

- ART241: Graphic Design I 3 Credits
- ART242: Graphic Design II 3 Credits
- ART341: Concentrated Studies: Graphic Design 3-12 Credits
- One three-dimensional studio elective: ART231: Ceramics I: Clay, Culture and Creativity or ART202: Sculptural Concepts

Studio Arts, Illustration Concentration (B.A.) Requirements

- ART150: Illustration I 3 Credits
- ART255: Illustration II 3 Credits
- ART350: Illustration III 3 Credits
- One three-dimensional studio elective ART231: Ceramics I: Clay, Culture and Creativity or ART202: Sculptural Concepts

Studio Arts, Interactive Media Arts Concentration (B.A.) Requirements

- ART210: Interactivity I: Creating with Code 3 Credits
- ART310: Interactivity II: Studio Webpage Design 3 Credits
- ART311: Interactivity III: Special Topic 3-12 Credits
- One three-dimensional studio elective: ART231: Ceramics I: Clay, Culture and Creativity or ART202: Sculptural Concepts

Studio Arts, Painting Concentration (B.A.) Requirements

- ART251: Painting I 3 Credits
- ART252: Color and Figuration 3 Credits
- ART351: Concentrated Studies: Painting III 3-12 Credits
- One three-dimensional studio elective: ART231: Ceramics I: Clay, Culture and Creativity or ART202: Sculptural Concepts

Studio Arts, Photography Concentration (B.A.) Requirements

- ART271: Introduction to Digital Photography 3 Credits
- ART272: Introduction to Film Photography 3 Credits
- One three-dimensional studio elective: ART231: Ceramics I: Clay, Culture and Creativity or ART202: Sculptural Concepts
- One of the following courses:
 - ART360: Documentary Photography 3 Credits
 - ART362: The Photo Book 3 Credits
 - ART364: The Photographic Portrait 3 Credits

Studio Art Minor Requirements

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

Required Courses:

- ART131: Drawing I 3 Credits

One of the following courses:

- ART208: History of World Art I: Prehistoric to 1400 3 Credits
- ART209: History of World Art II: 1400 to Today 3 Credits

One of the following courses:

- ART202: Sculptural Concepts 3 Credits
- ART231: Ceramics I: Clay, Culture and Creativity 3 Credits

Additional Requirements:

Four Studio Art electives (12 credits) approved in consultation with the department Chair.

Degree Plan for Studio Arts: Ceramics (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ART091: Freshman Art Seminar (1 credit)	X	
ART131: Drawing I (3 credits)	X	
ART231: Ceramics I: Clay, Culture and Creativity (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
ART132: Drawing II (3 credits)		X
ART232: Ceramics II: Throwing on the Potter's Wheel (3 credits) or ART331: Concentrated Studies: Ceramics III (3 credits) (complete one Spring Year 1 and one Spring Year 2)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (one each semester)	X	X
ART200: Drawing III (3 credits)	X	
ART208: History of World Art I (3 credits)	X	
Two-dimensional studio elective (3 credits)	X	
Core Course (3 credits)	X	X
ART232: Ceramics II: Throwing on the Potter's Wheel (3 credits) <i>or</i> ART331: Concentrated Studies: Ceramics III (3 credits) (complete one Spring Year 1 and one Spring Year 2)		X
ART209: History of World Art II (3 credits)		X
Elective (3 credits)		X
Third Year		
ART074: Woodshop Safety & Tools (1 credit)	X	
ART100: Creativity and Technology (3 credits)	X	
ART354: Art Theory and Criticism (3 credits)	X	
Upper-level (300- or 400-level) art history elective (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)		X
Elective (3 credits)		X
Elective (3 credits)		X
ART300: Advanced Studio Concepts (3 credits)		X
Fourth Year		
ART400: Portfolio (3 credits)	X	
Core Course (3 credits)	X	
Upper-level (300- or 400-level) art history elective (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)		X
ART446: Professional Practices Capstone (3 credits)		X
ART445: Senior Honors Thesis (3 credits) <i>or</i> Elective (3 credits)		X

Degree Plan for Studio Arts: Graphic Design (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ART091: Freshman Art Seminar (1 credit)	X	
ART131: Drawing I (3 credits)	X	
ART241: Graphic Design I (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
ART132: Drawing II (3 credits)		X
ART100: Creativity and Technology (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
ART200: Drawing III (3 credits)	X	
ART208: History of World Art I (3 credits)	X	
ART242: Graphic Design II (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)		X
ART341: Concentrated Studies: Graphic Design (3-9 credits)		X
ART209: History of World Art II (3 credits)		X
Third Year		
ART074: Woodshop Safety & Tools (1 credit)	X	
One 3-D studio elective: ART231: Ceramics I: Clay, Culture and Creativity <i>or</i> ART202: Sculptural Concepts (3 credits)	X	
ART354: Art Theory and Criticism (3 credits)	X	
Upper-level (300- or 400-level) art history elective (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	
Elective (3 credits)		X
Elective (3 credits)		X
Elective (3 credits)		X
ART300: Advanced Studio Concepts (3 credits)		X
Fourth Year		
ART400: Portfolio (3 credits)	X	
Upper-level (300- or 400-level) art history elective (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
ART446: Professional Practices Capstone (3 credits)		X
ART445: Senior Honors Thesis (3 credits) <i>or</i> Elective (3 credits)		X

Degree Plan for Studio Arts: Illustration (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ART091: Freshman Art Seminar (1 credit)	X	
ART131: Drawing I (3 credits)	X	
ART150: Illustration I (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
ART132: Drawing II (3 credits)		X
ART255: Illustration II (3 credits) <i>or</i> ART350: Illustration III (3 credits) (<i>complete one Spring Year 1 and one Spring Year 2</i>)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
ART200: Drawing III (3 credits)	X	
ART208: History of World Art I (3 credits)	X	
One 3-D studio elective: ART231: Ceramics I: Clay, Culture and Creativity <i>or</i> ART202: Sculptural Concepts (3 credits)	X	
Core Course (3 credits)	X	X
ART255: Illustration II (3 credits) <i>or</i> ART350: Illustration III (3 credits) (<i>complete one Spring Year 1 and one Spring Year 2</i>)		X
ART209: History of World Art II (3 credits)		X
Elective (3 credits)		X
Third Year		
ART074: Woodshop Safety & Tools (1 credit)	X	
ART100: Creativity and Technology (3 credits)	X	
ART354: Art Theory and Criticism (3 credits)	X	
Upper-level (300- or 400-level) art history elective (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Elective (3 credits)		X
Elective (3 credits)		X
ART300: Advanced Studio Concepts (3 credits)		X
Fourth Year		
ART400: Portfolio (3 credits)	X	
Upper-level (300- or 400-level) art history elective (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
ART446: Professional Practices Capstone (3 credits)		X
ART445: Senior Honors Thesis (3 credits) <i>or</i> Elective (3 credits)		X

Degree Plan for Studio Arts: Interactive Media Arts (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ART091: Freshman Art Seminar (1 credit)	X	
ART100: Creativity and Technology (3 credits)	X	
ART131: Drawing I (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
ART132: Drawing II (3 credits)		X
ART210: Interactivity I (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
ART200: Drawing III (3 credits)	X	
ART208: History of World Art I (3 credits)	X	
ART310: Interactivity II (3 credits) <i>or</i> ART311: Interactivity III (3-9 credits) (<i>complete one Fall Year 2 and one Fall Year 3</i>)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)		X
One 3-D studio elective: ART231: Ceramics I: Clay, Culture and Creativity <i>or</i> ART202: Sculptural Concepts (3 credits)		X
ART209: History of World Art II (3 credits)		X
Third Year		
ART074: Woodshop Safety & Tools (1 credit)	X	
ART310: Interactivity II (3 credits) <i>or</i> ART311: Interactivity III (3-9 credits) (<i>complete one Fall Year 2 and one Fall Year 3</i>)	X	
ART354: Art Theory and Criticism (3 credits)	X	
Upper-level (300- or 400-level) art history elective (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)		X
Core Course (3 credits)	X	X
Core Course (3 credits)		X
ART300: Advanced Studio Concepts (3 credits)		X
Fourth Year		
ART400: Portfolio (3 credits)	X	
Upper-level (300- or 400-level) art history elective (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
ART446: Professional Practices Capstone (3 credits)		X
ART445: Senior Honors Thesis (3 credits) <i>or</i> Elective (3 credits)		X

Degree Plan for Studio Arts: Painting (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ART091: Freshman Art Seminar (1 credit)	X	
ART131: Drawing I (3 credits)	X	
One 3-D studio elective: ART231: Ceramics I: Clay, Culture and Creativity <i>or</i> ART202: Sculptural Concepts (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
ART132: Drawing II (3 credits)		X
ART251: Painting I (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
ART200: Drawing III (3 credits)	X	
ART208: History of World Art I (3 credits)	X	
ART252: Color and Figuration (3 credits) <i>or</i> ART351: Concentrated Studies: Painting III (3-9 credits) (<i>complete one Fall Year 2 and one Fall Year 3</i>)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)		X
ART100: Creativity and Technology (3 credits)		X
ART209: History of World Art II (3 credits)		X
Third Year		
ART074: Woodshop Safety & Tools (1 credit)	X	
ART252: Color and Figuration (3 credits) <i>or</i> ART351: Concentrated Studies: Painting III (3-9 credits) (<i>complete one Fall Year 2 and one Fall Year 3</i>)	X	
ART354: Art Theory and Criticism (3 credits)	X	
Upper-level (300- or 400-level) art history elective (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)		X
Elective (3 credits)	X	X
Elective (3 credits)		X
ART300: Advanced Studio Concepts (3 credits)		X
Fourth Year		
ART400: Portfolio (3 credits)	X	
Upper-level (300- or 400-level) art history elective (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
ART446: Professional Practices Capstone (3 credits)		X
ART445: Senior Honors Thesis (3 credits) <i>or</i> Elective (3 credits)		X

Degree Plan for Studio Arts: Photography (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ART091: Freshman Art Seminar (1 credit)	X	
ART131: Drawing I (3 credits)	X	
ART271: Introduction to Digital Photography (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
ART132: Drawing II (3 credits)		X
ART272: Introduction to Film Photography (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
ART200: Drawing III (3 credits)	X	
ART208: History of World Art I (3 credits)	X	
ART361: Concentrated Studies: Photography (3-9 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)		X
One 3-D studio elective: ART231: Ceramics I: Clay, Culture and Creativity <i>or</i> ART202: Sculptural Concepts (3 credits)		X
ART209: History of World Art II (3 credits)		X
Third Year		
ART074: Woodshop Safety & Tools (1 credit)	X	
ART100: Creativity and Technology (3 credits)	X	
ART354: Art Theory and Criticism (3 credits)	X	
Upper-level (300- or 400-level) art history elective (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)		X
Elective (3 credits)	X	X
Elective (3 credits)		X
ART300: Advanced Studio Concepts (3 credits)		X
Fourth Year		
ART400: Portfolio (3 credits)	X	
Upper-level (300- or 400-level) art history elective (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
ART446: Professional Practices Capstone (3 credits)		X
ART445: Senior Honors Thesis (3 credits) <i>or</i> Elective (3 credits)		X

Biology

Department Chair: Steven B. Symington, Ph.D.

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

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

Medical School and Professional Health Career Preparations

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

Biology (B.A.) Major Requirements

Students interested in biology who plan to apply their knowledge of the life sciences to another discipline such as art, journalism, sales or law may wish to earn a B.A. in Biology. Students complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [57](#)), 22–33 elective credits, and 42–47 credits (13 courses) in their major:

- BIO111: General Biology I 4 Credits
- BIO112: General Biology II 4 Credits
- BIO220: Cell Biology and Chemistry 4 Credits
- BIO253: Genetics: Classical, Molecular and Population 4 Credits
- BIO471: Biology Capstone 3 Credits
- Six biology electives (15-20 credits) from the 200-level or above at least four of which must have a laboratory associated with them OR five biology electives (18-20 credits) from the 200-level or above, at least three of which have laboratory associated with them AND 3 or more credits of Independent Research (BIO497 and/or BIO498).
- CHM113: General Chemistry I 4 Credits
- CHM114: General Chemistry II 4 Credits

Biology (B.S.) Major Requirements

Students interested in the study of the biological and biomedical sciences earn a B.S. in Biology. Students complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [57](#)), 0–3 elective credits, and 75–78 credits (20 courses) in their major:

- BIO111: General Biology I 4 Credits
- BIO112: General Biology II 4 Credits
- BIO220: Cell Biology and Chemistry 4 Credits
- BIO253: Genetics: Classical, Molecular and Population 4 Credits
- BIO471: Biology Capstone 3 Credits
- CHM113: General Chemistry I 4 Credits
- CHM114: General Chemistry II 4 Credits
- CHM205: Organic Chemistry I 4 Credits
- CHM206: Organic Chemistry II 4 Credits

- BCH403: Biochemistry 4 Credits
- STA173: Statistical Methods 3 Credits

One of the following courses:

- MTH191: Applied Calculus 3 Credits
- MTH195: Calculus I 4 Credits

One of the following pairs of courses:

- PHY201: General Physics I 4 Credits
- PHY202: General Physics II 4 Credits
- PHY205: Principles of Physics I 4 Credits
- PHY206: Principles of Physics II 4 Credits

Additional Requirements

Six biology electives (22-24 credits) from the 200-level or above, at least four of which have laboratory associated with them OR five biology electives (18-20 credits) from the 200-level or above, at least three of which have laboratory associated with them AND 3 or more credits of Independent Research (BIO497 and/or BIO498).

Biology and Secondary Education (B.A.S.) Major Requirements

Students interested in teaching Biology at the high school level double major in Biology and Secondary Education. Students complete 49–51 credits of core courses (see page [51](#)), 60 credits of Biology major courses, and 43 credits of Secondary Education courses to earn a B.A.S. degree. See [Education Department](#) for requirements of the Secondary Education (B.A.S.) major.

- BIO111: General Biology I 4 Credits
- BIO112: General Biology II 4 Credits
- BIO200: Botany 4 Credits
- BIO210: Microbiology 4 Credits
- BIO220: Cell Biology and Chemistry 4 Credits
- BIO253: Genetics: Classical, Molecular and Population 4 Credits
- BIO310: Ecology 4 Credits
- BIO320: Evolution 3 Credits
- BIO471: Biology Capstone 3 Credits
- Two Biology electives with a lab at the 200 level or above
- CHM113: General Chemistry I 4 Credits
- CHM114: General Chemistry II 4 Credits

General Science Certification

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

Degree Plan for Biology (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
BIO111: General Biology I & Lab (4 credits)	X	
CHM113: General Chemistry I & Lab (4 credits)	X	
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
BIO112: General Biology II & Lab (4 credits)		X
CHM114: General Chemistry II & Lab (4 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
BIO220: Cell Biology and Chemistry & Lab (4 credits) <i>or</i> BIO253: Genetics: Classical, Molecular and Population & Lab (4 credits) (<i>one each semester</i>)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
BIO Elective above 200-level (3 credits)	X	X
Third Year		
BIO Elective above 200-level with lab (4 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Fourth Year		
BIO Elective above 200-level with lab (4 credits)	X	X
BIO471: Biology Capstone (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X

Degree Plan for Biology (B.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
BIO111: General Biology I & Lab (4 credits)	X	
CHM113: General Chemistry I & Lab (4 credits)	X	
Core Course (3 credits)	X	
UNV102: University Seminar II (3 credits)		X
BIO112: General Biology II & Lab (4 credits)		X
CHM114: General Chemistry II & Lab (4 credits)		X
MTH191: Applied Calculus (3 credits) or MTH 195: Calculus I (4 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
BIO220: Cell Biology and Chemistry & Lab (4 credits) <i>or</i> BIO253: Genetics: Classical, Molecular and Population & Lab (4 credits) (<i>one each semester</i>)	X	X
CHM205: Organic Chemistry I & Lab (4 credits)	X	
Core Course (3 credits)	X	X
CHM206: Organic Chemistry II & Lab (4 credits)		X
STA173: Statistical Methods (3 credits)		X
Third Year		
BCH403: Biochemistry & Lab (4 credits)	X	
PHY201: General Physics I & Lab (4 credits) <i>or</i> PHY205: Principles of Physics I (4 Credits)	X	
BIO Elective above 200-level (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
PHY202: General Physics II & Lab (4 credits) <i>or</i> PHY206: Principles of Physics II (4 Credits)		X
BIO or BCH Elective above 200-level with Lab (4 credits)		X
Fourth Year		
BIO or BCH Elective above 200-level with Lab (4 credits)	X	X
Core Course (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	
BIO471: Biology Capstone (3 credits)		X

Degree Plan for Biology and Secondary Education (B.A.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
BIO111: General Biology I & Lab (4 credits)	X	
CHM113: General Chemistry I & Lab (4 credits)	X	
Core Course (3 credits)	X	X
EDC120: Introduction to Race and Inequity in American Education (3 credits) (Fall or Spring)	X	X
UNV102: University Seminar II (3 credits)		X
BIO112: General Biology II & Lab (4 credits)		X
CHM114: General Chemistry II & Lab (4 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
BIO220: Cell Biology and Chemistry & Lab (4 credits) <i>or</i> BIO253: Genetics: Classical, Molecular and Population & Lab (4 credits) (<i>one each semester</i>)	X	X
SCD220: Adolescent Development and Theories of Learning (4 credits)	X	
SCD212: Teaching Reading in the Content Area (3 credits)	X	
SCD298: Secondary Field Experience in a Multicultural Society I (1 credit)	X	
Core Course (Foreign Language I Recommended, 3 credits)	X	
SED211: Introduction to the Characteristics of Students with Exceptionalities (3 credits)		X
SCD299: Tutoring and Mentoring in a Multicultural Society II (1 credit)		X
Core Course (MTH Core Recommended, 3 credits)		X
Core Course (Foreign Language II Recommended, 3 credits)		X
Third Year		
SCD320: Curriculum, Instruction and Assessment in the Secondary School I (3 credits)	X	
SCD321: Practicum I for Curriculum, Instruction and Assessment in the Secondary School I (1 credits)	X	
BIO200: Botany (4 credits)	X	
BIO320: Evolution (3 credits)	X	
Core Course (Philosophy or Religion Core Recommended, 3 credits)	X	
Core Course (Social Science, Art, or History Core Recommended, 3 credits)	X	X
BIO210: Microbiology (4 credits)		X
BIO Elective above 200-level with Lab (4 credits)		X
SCD323: Curriculum Instruction and Assessment in the Secondary School II (3 credits)		X
SCD322: Practicum II for Curriculum, Instruction and Assessment in Secondary School II (1 credits)		X
Core Course (Philosophy or Religion Core Recommended, 3 credits)		X
*Content Area Exam for Praxis passed prior to end of term		

Fourth Year		
BIO310: Ecology (4 credits)	X	
BIO Elective above 200-level with Lab (4 credits)	X	
Core Course (Social Science, Art, or History Core Recommended, 3 credits)	X	
SCD440: Practicum in Secondary Education (3 credits)	X	
SCD410: Classroom Management (3 credits)	X	
SCD441: Secondary Student Teaching (12 credits)		X
SCD432: Student Teaching Seminar Capstone (1 credit)		X
BIO471: Biology Capstone (3 credits)		X

Environmental Sciences Concentration Requirements

Students wishing to pursue an environmental science concentration will satisfy the requirements above for a B.S. in Biology and the courses below. The courses for the concentration satisfy the elective requirements for the Biology major. Students complete a minimum of 120 credits to earn a bachelor's degree in Biology with an Environmental Science concentration: 49–51 credits of core courses (see page [51](#)) and 79 major credits (21 courses).

Required courses

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

Three electives (11 credits) must be chosen from the following:

- BIO200: Botany 4 Credits
- BIO210: Microbiology 4 Credits
- BIO273: Flora and Fauna of New Zealand 3 Credits
- BIO275: Tropical Biology 3 Credits
- BIO280: Comparative Anatomy 4 Credits
- BIO320: Evolution 3 Credits
- BIO390: Environmental Science Internship 3-4 Credits
- BIO497: Undergraduate Research 1-6 Credits
- BIO498: Undergraduate Research 1-6 Credits
- CHP290: Introduction to Geographic Information Systems 3 Credits

The following courses are recommended:

- CHM305: Physical Chemistry I 4 Credits
- CHM306: Physical Chemistry II 4 Credits
- CHM309: Instrumental Analysis 4 Credits
- CHM407: Advanced Organic Chemistry 4 Credits
- RTS332: Care for Creation: Christianity, Ethics and the Environment 3 Credits
- ENV334: Environmental Justice 3 Credits
- ENV350: Natural Resource Management 3 Credits

Microbiology Concentration Requirements

Students interested in the study of microorganisms, viruses and the immune system will satisfy the B.S. in Biology with a concentration in microbiology. Those pursuing this concentration will satisfy the above for a B.S. in Biology with the following additions. Students complete 49–51 credits of core courses (see page [51](#)) and 75 credits (20 courses) for a Biology degree with a Microbiology concentration.

Additional required courses are:

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

Biology (B.S.) Leading to Pharm.D.

Salve Regina University along with the University of Saint Joseph offers a pathway for students to earn their Doctor of Pharmacy in six years. Students complete three years of study in biology at Salve Regina, followed by three years in Saint Joseph's Pharm.D. program. Before conferral of the B.S. in Biology from Salve Regina University, the student must request that University of Saint Joseph forward transcripts to verify completion of all required course work. See [Pharmacy Dual Degree](#) for more information.

Biology (B.S.) majors in the 3+3 pharmacy dual degree complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 22–33 elective credits, and 75–78 credits (20 courses) in their major:

- BIO111: General Biology I 4 Credits
- BIO112: General Biology II 4 Credits
- BIO210: Microbiology 4 Credits
- BIO220: Cell Biology and Chemistry 4 Credits
- BIO253: Genetics: Classical, Molecular and Population 4 Credits
- BIO305: Human Anatomy 4 Credits
- BIO325: Human Physiology 4 Credits
- BIO471: Biology Capstone 3 Credits
- Six biology electives (15-20 credits) from the 200-level or above at least four of which must have a laboratory associated with them OR five biology electives (18-20 credits) from the 200-level or above, at least three of which have laboratory associated with them AND 3 or more credits of Independent Research (BIO497 and/or BIO498).
- CHM113: General Chemistry I 4 Credits
- CHM114: General Chemistry II 4 Credits
- CHM205: Organic Chemistry I 4 Credits
- CHM206: Organic Chemistry II 4 Credits
- MTH191: Applied Calculus 3 Credits
- PHY205: Principles of Physics I 4 Credits
- PHY206: Principles of Physics II 4 Credits

Degree Plan for Biology (B.S.) 3+3 Leading to Pharm.D.

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
BIO111: General Biology I & Lab (4 credits)	X	
CHM113: General Chemistry I & Lab (4 credits)	X	
MTH191: Applied Calculus (3 credits)	X	
UNV102: University Seminar II (3 credits)		X
BIO112: General Biology II & Lab (4 credits)		X
CHM114: General Chemistry II & Lab (4 credits)		X
STA173: Statistical Methods (3 credits)		X
ECN101: Introductory Macroeconomics (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
BIO220: Cell Biology and Chemistry & Lab (4 credits)	X	
CHM205: Organic Chemistry I & Lab (4 credits)	X	
Literature Core Course (3 credits)	X	
Foreign Language Core Course (3 credits)	X	X
CHM206: Organic Chemistry II & Lab (4 credits)		X
BIO253: Genetics: Classical, Molecular and Population (4 credits)		X
Visual & Performing Arts Core Course (3 credits)		X
Third Year		
BIO210: Microbiology (4 credits)	X	
BIO305: Human Anatomy (4 credits)	X	
PHY201: General Physics I & Lab (4 credits)	X	
History Core Course (3 credits)	X	
Religious & Theological Studies Core Course (3 credits)	X	
BIO471: Biology Capstone (3 credits)		X
BIO325: Human Physiology (4 credits)		X
PHY202: General Physics II & Lab (4 credits)		X
Social Science Core Course (3 credits)		X
Philosophy Core Course (3 Credits)		X
Fourth Year at University of Saint Joseph		
PHCY701: Introduction to the Profession of Pharmacy (2 credits)		
PHCY704: Pharmaceutical Calculations (3 credits)		
PHCY710: Introduction to Pharmacochemistry (2 credits)		
PHCY715: Protein Function (2 credits)**		
PHCY716: Information Metabolism: Nucleic Acids and Cellular Cm (2 credits)**		
PHCY717: Carbohydrate, Lipid and Amino Acid Metabolism (2 credits)**		
PHCY730: Pharmacochemistry of the Autonomic Nervous System (2 credits)**		
PHCY731: Pharmacochemistry of the Cardiovascular, Renal and Blood-Clotting Systems (2 credits)**		

PHCY732: Pharmacochemistry of Drugs with Actions on Smooth Muscle Systems (2 credits)**
PHCY737: Pharmacochemistry of the Central Nervous System (2 credits)**
PHCY750: Pharmaceutics (4 credits)**
PHCY752: Pharmaceutical Science Lab (1 credit)**
PHYC703: Introduction to Self-Care Therapeutics (1 credit)
PHYC706: Communication Skills (1 credit)
PHYC720: Pharmacy Administration (3 credits)
PHYC721: Pharmacoeconomics (2 credits)
PHYC722: Biostatistics and Literature Evaluation (2 credits)
PHYC761: Introduction to Pharmacy Practice Experience 1 (1 credit)
Fifth and Sixth Year at University of Saint Joseph

* Minimum of 120 credits required for undergraduate degree conferral.

** University of Saint Joseph courses noted with two asterisks will transfer to Salve Regina University to count toward Biology electives for B.S. degree. Courses for years five and six to meet degree requirements will be specified by University of Saint Joseph.

Medical Technology (B.S.) Requirements

Students who wish to pursue a career and a second degree in Medical Technology may do so by entering a 15 month clinical laboratory program following graduation with a B.S. in Biology or a B.S. in Biology with a concentration in Microbiology. Entrance requirements include a cumulative GPA of 2.5 and a GPA of 2.5 in science and math courses. Required courses for acceptance to program include the following:

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

Courses during the clinical internship for a B.S. in Medical Technology include the following:

- MET410: Clinical Microbiology (8 Credits)
- MET420: Clinical Chemistry (8 Credits)
- MET430: Immunoematology (4 Credits)
- MET440: Hematology and Coagulation (6 Credits)
- MET460: Molecular Pathology (2 Credits)
- MET470: Professional Topics (2 Credits)
- MET480: Clinical Immunology (2 Credits)

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

Biology Minor Requirements

Students completing a minor in Biology must take a minimum of seven biology courses (24-28 credits). The initial courses in the minor shall be either:

One of the following pairs of courses:

- BIO111: General Biology I 4 Credits
 - BIO112: General Biology II 4 Credits
- OR**
- BIO105: Human Anatomy and Physiology I 4 Credits
 - BIO106: Human Anatomy and Physiology II 4 Credits

Plus either

- BIO220: Cell Biology and Chemistry 4 Credits
- OR**
- BIO253: Genetics: Classical, Molecular and Population 4 Credits

Additional Information:

At least four additional courses (12–16 credits) must be at the 200-level or above. General Chemistry I and II may be substituted for two of the Biology courses by permission of the chair. The courses chosen for the minor will be mutually agreed upon by the chair of the Department and the student prior to registration to build expertise in biology for the minor.

Neuroscience Minor Requirements

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

Prerequisite Courses

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

- BIO110: Human Biology: Physiology and Health 3 Credits
- BIO220: Cell Biology and Chemistry 4 Credits
- PSY100: Introduction to Psychology 3 Credits

Students majoring in Biology complete the following:

- BIO111: General Biology I 4 Credits
- BIO112: General Biology II 4 Credits
- PSY100: Introduction to Psychology 3 Credits

Nursing majors complete the following:

- BIO105: Human Anatomy and Physiology I 4 Credits
- BIO106: Human Anatomy and Physiology II 4 Credits
- PSY100: Introduction to Psychology 3 Credits

Students completing a minor in Neuroscience take a minimum of 10 courses (including the prerequisites) (27–32 credits).

Required courses for the minor:

- BIO284: Hormones and Behavior 3 Credits
- BIO425: Neuroscience 3 Credits
- BIO426: Experiments in Neuroscience 1 Credit
- PSY320: Psychology of Learning and Behavior 3 Credits
- PSY350: Biological Psychology 3 Credits

At least two electives from the following:

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

Business and Economics

Department Director & Chair: Melissa Varao, Ph.D., CPCE

The programs in the Department of Business and Economics build upon the liberal arts spirit and the Catholic values of Salve Regina University in order to provide a broad range of studies for students interested in the leadership and management functions associated with the allocation of resources and decision processes inherent in a highly competitive global business environment. Students have the opportunity to develop critical, analytical, and decision-making skills as they are introduced to management theories, business practices, and critical and emerging technology. The challenges and the advantages of working with an increasingly diverse work force are incorporated into appropriate course offerings. The emerging global market and the competitive forces shaping strategic plans and the future of the U.S. and the international business environments are central issues to the Department of Business and Economics programs', including majors in Accounting, Business Administration, Economics, Financial Management, Global Business and Economics, Healthcare Administration, and Marketing. The program also offers minors in Accounting, Business Administration, Economics, Global Business and Economics, Healthcare Administration, Marketing, Mathematical Finance, and Sport Management. The Business curriculum is developed in consonance with the recommendations of accreditation bodies, the departmental faculty, and an advisory council of business professionals, academic colleagues, staff, and accomplished alumni, including an Executive in Residence, to meet the current demands of the global business environment.

Professional Accreditation

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

Sigma Beta Delta International Business Honor Society

The Department of Business and Economics maintains an active chapter of Sigma Beta Delta, the International Honor Society for Business, Management and Administration and recognizes academic excellence and personal achievements of undergraduate and graduate students within the Department.

IMA Accounting Honor Society

Students achieving academic excellence in the study of Accounting and Financial Management are invited to join the Institute of Management Accountants' Honor Society (IAHS) in the spring of their junior or senior year.

The Alpha Mu Alpha National Honor Society

Alpha Mu Alpha is the national marketing honorary for qualified undergraduate, graduate and doctoral marketing students, and marketing faculty. Students achieving academic excellence in the study of Marketing are invited to join the honor society in the Spring semester of their Senior year.

American Marketing Association (AMA)

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

Enactus

Enactus is an international student organization comprised of 72,000 students from over 1,700 college campuses and 36 different countries. The Salve Regina University Enactus team is dedicated to helping local businesses and non-profit organizations find solutions to their complex, real-world problems. Each year Enactus holds national competitions in 36 different countries to give

colleges the opportunity to showcase their teams' projects and determine a national championship team, which then advances to compete at the Enactus World Cup where one college team is crowned the best team in the world.

Combined Bachelor's/Master's Degrees in Business

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

Undergraduate students considered for the combined bachelor's/master's degree program are conditionally accepted into the master's program and may take four graduate courses (12 credits) during their senior year. Of these 12 credits, six are applied to the undergraduate degree. Final program acceptance is contingent upon successful completion of the undergraduate degree and four graduate courses in the senior year. The total number of credits required to complete the combined bachelor's/master's degree program is 150, 24 of which are graduate credits taken in the fifth year. Undergraduate students may register for no more than two graduate courses per semester and for a total of no more than four graduate courses while having undergraduate status.

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

Requirement of Majors

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

Business and Economics Core Requirements

The Business and Economics program requires students enrolled in courses of study leading to the award of a degree in Accounting, Business Administration, Economics (BS), Financial Management, Global Business and Economics, Healthcare Administration, or Marketing to complete the following core course requirements (42 Credits):

- ACC101: Financial Accounting 4 Credits
- ACC104: Managerial Accounting 4 Credits
- ECN101: Introductory Macroeconomics 3 Credits
- MGT120: Management and Organizational Behavior 3 Credits
- MGT212: Business Communication 3 Credits
- MGT270: Financial Management 3 Credits
- MGT280: Principles of Marketing 3 Credits
- MGT300: Ethics for Business 3 Credits
- MGT403: Business Law - Labor Law 3 Credits
- MGT490: Strategic Business Planning Capstone 4 Credits
- STA173: Statistical Methods 3 Credits

One of the following courses:

- APT103: IC3 GS5 Certification: Internet and Computing Core Certification 3 Credits
- APT304: Microsoft Certified Application Specialist (MCAS) 3 Credits
- ACC341: Accounting Information Systems 3 Credits *

One of the following courses:

- MTH172: Quantitative Methods for Business 3 Credits or higher
- MTH191: Applied Calculus 3 Credits **

**Accounting Majors ONLY*

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

Accounting (B.S.) Major Requirements

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

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

Accounting majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 0–3 elective credits, and 71 credits of major courses.

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

- ACC101: Financial Accounting 4 Credits
- ACC104: Managerial Accounting 4 Credits
- ECN101: Introductory Macroeconomics 3 Credits
- MGT120: Management and Organizational Behavior 3 Credits
- MGT212: Business Communication 3 Credits
- MGT270: Financial Management 3 Credits
- MGT280: Principles of Marketing 3 Credits
- MGT300: Ethics for Business 3 Credits
- MGT403: Business Law - Labor Law 3 Credits
- MGT490: Strategic Business Planning Capstone 4 Credits
- STA173: Statistical Methods 3 Credits
- ACC341: Accounting Information Systems 3 Credits
- MTH172: Quantitative Methods for Business 3 Credits or higher

And nine (9) additional courses (29 credits) for a total of 71 credits:

- ACC201: Intermediate Accounting I 4 Credits
- ACC311: Intermediate Accounting II 4 Credits
- ACC322: Cost Accounting 3 Credits
- ACC331: Federal Income Taxes I 3 Credits
- ACC332: Federal Income Taxes II 3 Credits
- ACC401: Advanced Accounting 3 Credits
- ACC404: Auditing 3 Credits
- ACC405: Accounting Theory and Practice 3 Credits
- ECN102: Introductory Microeconomics 3 Credits or
ECN305: Money, Banking in Financial Markets 3 Credits

Degree Plan for Accounting (B.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ECN101: Introductory Macroeconomics (3 credits)	X	
MGT120: Management and Organizational Behavior (3 credits)	X	
ACC101: Financial Accounting & Lab (4 credits)	X	
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
Core Course (3 credits)		X
MGT212: Business Communication (3 credits) <i>or</i> Core Course (3 credits) (<i>Spring Year 1 and Fall Year 2</i>)		X
ACC104: Managerial Accounting & Lab (4 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
ACC201: Intermediate Accounting I & Lab (4 credits)	X	
MGT212: Business Communication (3 credits) <i>or</i> Core Course (3 credits) (<i>Spring Year 1 and Fall Year 2</i>)	X	
STA173: Statistical Methods (3 credits) <i>or</i> MTH172: Quantitative Methods for Business (3 credits) (<i>one each semester</i>)	X	X
Core Course (3 credits)		X
ACC311: Intermediate Accounting II & Lab (4 credits)		X
MGT270: Financial Management (3 credits) <i>or</i> MGT280: Principles of Marketing (3 credits) (<i>one each semester</i>)	X	X
Third Year		
ACC322: Cost Accounting (3 credits)	X	
ACC331: Federal Income Taxes I (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
ECN305: Money, Banking in Financial Markets (3 credits) <i>or</i> ECN102: Introductory Microeconomics (3 credits)	X	
ACC332: Federal Income Taxes II (3 credits)		X
ACC341: Accounting Information Systems (3 credits)		X
Core Course (3 credits)		X
Fourth Year		
ACC404: Auditing (3 credits)	X	
MGT300: Ethics for Business (3 credits) <i>or</i> MGT403: Business Law - Labor Law (3 credits) (<i>one each semester</i>)	X	X
MGT490: Strategic Business Planning Capstone (4 credits) <i>or</i> Elective (3 credits) (<i>one each semester</i>)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	
ACC401: Advanced Accounting 3 credit(s)		X
ACC405: Accounting Theory and Practice (3 credits)		X

Accounting Minor Requirements

Students completing a minor in Accounting are required to take five classes (19 credits).

Required Courses:

- ACC101: Financial Accounting 4 Credits
- ACC104: Managerial Accounting 4 Credits
- ACC201: Intermediate Accounting I 4 Credits
- ACC311: Intermediate Accounting II 4 Credits

One of the following courses:

- ACC331: Federal Income Taxes I 3 Credits
- ACC341: Accounting Information Systems 3 Credits

Business Administration (B.S.) Major Requirements

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

Business Administration majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 9–17 elective credits, and 60 credits of major courses:

Business and Economics core requirements (42 credits):

- ACC101: Financial Accounting 4 Credits
- ACC104: Managerial Accounting 4 Credits
- ECN101: Introductory Macroeconomics 3 Credits
- MGT120: Management and Organizational Behavior 3 Credits
- MGT212: Business Communication 3 Credits
- MGT270: Financial Management 3 Credits
- MGT280: Principles of Marketing 3 Credits
- MGT300: Ethics for Business 3 Credits
- MGT403: Business Law - Labor Law 3 Credits
- MGT490: Strategic Business Planning Capstone 4 Credits
- STA173: Statistical Methods 3 Credits
- MTH172: Quantitative Methods for Business 3 Credits
OR higher.
- APT103: IC3 GS5 Certification: Internet and Computing Core Certification 3 Credits
OR
- APT304: Microsoft Certified Application Specialist (MCAS) 3 Credits

And six (6) additional courses (18 credits)

- MGT214: Project Management 3 Credits
- ECN102: Introductory Microeconomics 3 Credits
- MGT290: Management of Human Resources 3 Credits
- MGT320: Investment Planning 3 Credits
- MGT350: Business Research Methods 3 Credits
- MGT491: Professional Internship in Business 3 Credits

Degree Plan for Business Administration (B.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ECN101: Introductory Macroeconomics (3 credits)	X	
MGT120: Management and Organizational Behavior (3 credits) <i>or</i> APT103: IC3 GS5 Certification: Internet and Computing Core Certification (3 credits) (one each semester)	X	X
Core Course (3 credits)	X	
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
ACC101: Financial Accounting & ACC101L Lab (4 credits)		X
ECN102: Introductory Microeconomics (3 credits)		X
Second Year		
ACC104: Managerial Accounting & ACC104L Lab (4 credits)	X	
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (one each semester)	X	X
MGT212: Business Communication (3 credits) <i>or</i> MGT214: Project Management (3 credits) (one each semester)	X	X
MGT270: Financial Management (3 credits) <i>or</i> MGT280: Principles of Marketing (3 credits) (one each semester)	X	X
MTH172: Quantitative Methods for Business (3 credits) <i>or</i> STA173: Statistical Methods (3 credits) (one each semester)	X	X
Core Course		X
Third Year		
MGT290: Management of Human Resources (3 credits) <i>or</i> Core Course (3 credits) (one each semester)	X	X
MGT320: Investment Planning (3 credits) <i>or</i> MGT350: Business Research Methods (3 credits) (one each semester)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Elective Course (3 credits)	X	X
Fourth Year		
MGT300: Ethics for Business (3 credits) <i>or</i> MGT403: Business Law - Labor Law (3 credits) (one each semester)	X	X
MGT490: Strategic Business Planning Capstone (4 credits) <i>or</i> MGT491: Professional Internship in Business (3 credits) (one each semester)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X

Business Administration Minor Requirements

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

Required courses:

- ACC101: Financial Accounting 4 Credits
- ECN101: Introductory Macroeconomics 3 Credits
- MGT120: Management and Organizational Behavior 3 Credits
- MGT212: Business Communication 3 Credits

Two of the following:

- ACC104: Managerial Accounting 4 Credits
- ECN102: Introductory Microeconomics 3 Credits
- ECN105: Basic Economics 3 Credits
- MGT280: Principles of Marketing 3 Credits
- MGT290: Management of Human Resources 3 Credits
- MGT300: Ethics for Business 3 Credits
- MGT310: Personal Financial Planning 3 Credits

One of the following APT options:

- APT103: IC3 GS5 Certification: Internet and Computing Core Certification 3 Credits
- APT304: Microsoft Certified Application Specialist (MCAS) 3 Credits

Economics

The Economics major provides students with a solid understanding of the theoretical tools of economic analysis and their application to economics issues which concern individuals, firms and/or nations, either in the domestic setting or internationally. Students acquire the analytical and problem-solving skills needed to investigate and critically evaluate economic conditions and trends.

Within Economics, there are two possible majors. The B.A. in Economics allows students the opportunity to earn a major that builds on the liberal arts foundation of Salve Regina University. It offers students a strong background in economics while at the same time allowing students to double major in other disciplines such as Political Science, History, Psychology, etc. The B.S. in Economics familiarizes students with the quantitative tools used in the analysis of economic policy. Additionally, it includes business courses that focus on the application of theory.

Both majors are designed to prepare students for a wide variety of career opportunities in business and government, to pursue graduate study, and to become better-informed and productive citizens.

Economics (B.A.) Major Requirements

Students earning a B.A. in Economics are required to complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 36–41 elective credits, and 33 credits (11 courses) in their major:

- ECN101: Introductory Macroeconomics 3 Credits
- ECN102: Introductory Microeconomics 3 Credits
- ECN201: Intermediate Macroeconomics 3 Credits
- ECN202: Intermediate Microeconomics 3 Credits
- ECN305: Money, Banking in Financial Markets 3 Credits
- ECN317: Economic Ideas in Historical Perspective 3 Credits
- ECN420: Political Economy of Industrial Societies 3 Credits

- ECN490: Public Finance and Public Policy Analysis 3 Credits
- Three upper level (200/300/400-level) ECN electives for 9 Credits

Economics (B.S.) Major Requirements

Students earning a B.S. in Economics complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [57](#)), 10–18 elective credits, and 59 credits (19 courses) in their major :

- ACC101: Financial Accounting 4 Credits
- ACC104: Managerial Accounting 4 Credits
- ECN101: Introductory Macroeconomics 3 Credits
- ECN102: Introductory Microeconomics 3 Credits
- ECN201: Intermediate Macroeconomics 3 Credits
- ECN202: Intermediate Microeconomics 3 Credits
- ECN305: Money, Banking in Financial Markets 3 Credits
- ECN307: Introduction to Econometrics 3 Credits
- ECN490: Public Finance and Public Policy Analysis 3 Credits
- ECN: Four upper-level economics electives 12 Credits
- MGT120: Management and Organizational Behavior 3 Credits
- MGT212: Business Communication 3 Credits
- MGT300: Ethics for Business 3 Credits
- STA173: Statistical Methods 3 Credits
- MTH191: Applied Calculus 3 Credits or higher Math course

One of the following

- APT103: IC3 GS5 Certification: Internet and Computing Core Certification 3 Credits
- APT304: Microsoft Certified Application Specialist (MCAS) 3 Credits

Economics Minor Requirements

The Economics minor is open to any student, regardless of major, who has an interest in Economics. Students are able to apply the skills and theory learned in introductory courses to their primary areas of interest.

Students completing a minor in Economics are required to take five courses (15 credits):

- ECN101: Introductory Macroeconomics 3 Credits
- ECN102: Introductory Microeconomics 3 Credits

One of the following courses:

- ECN201: Intermediate Macroeconomics 3 Credits
- ECN202: Intermediate Microeconomics 3 Credits

Two Economics electives (200/300/400 level) 6 Credits

Degree Plan for Economics (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ECN101: Introductory Macroeconomics (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
ECN102: Introductory Microeconomics (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
ECN201: Intermediate Macroeconomics (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Elective (3 credits)	X	X
ECN202: Intermediate Microeconomics (3 credits)		X
Third Year		
ECN305: Money, Banking in Financial Markets (3 credits) <i>or</i> Upper level (200/300/400-level) ECN Elective (3 credits) (<i>one each semester</i>)	X	X
Upper level (200/300/400-level) ECN Elective (3 credits) (<i>one each semester</i>)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	
ECN317: Economic Ideas in Historical Perspective (3 credits)		X
Fourth Year		
ECN420: Political Economy of Industrial Societies (3 credits)		X
ECN490 Public Finance & Public Policy (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	

Degree Plan for Economics (B.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ECN101: Introductory Macroeconomics (3 credits)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	X
MGT120: Management and Organizational Behavior (3 credits) <i>or</i> Core Course (3 credits) (<i>one each semester</i>)	X	X
UNV102: University Seminar II (3 credits)		X
ECN102: Introductory Microeconomics (3 credits)		X
ACC101: Financial Accounting & Lab (4 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
ACC104: Managerial Accounting & Lab (4 credits)	X	
ECN201: Intermediate Macroeconomics (3 credits)	X	
STA173: Statistical Methods (3 credits) <i>or</i> MTH191: Applied Calculus (3 credits) (<i>one each semester</i>)	X	X
Core Course (3 credits)	X	X
ECN202: Intermediate Microeconomics (3 credits)		X
Elective Course (3 credits)		X
Third Year		
APT103: IC3 GS5 Certification: Internet & Computing Core Cert. (3 credits) <i>or</i> APT304: Microsoft Certified Application Specialist (MCAS) (3 credits)	X	
MGT212: Business Communication (3 credits) <i>or</i> Core Course (3 credits) (<i>one each semester</i>)	X	X
ECN305: Money, Banking in Financial Markets (3 credits) <i>or</i> MGT300: Ethics for Business (3 credits) (<i>one each semester</i>)	X	X
Upper-level Economics Course (3 credits)	X	X
Core Course (3 credits)	X	X
ECN307: Introduction to Econometrics (3 credits)		X
Fourth Year		
ECN490: Public Finance and Public Policy Analysis (3 credits) <i>or</i> Elective (3 credits) (<i>one each semester</i>)	X	X
Upper-level Economics Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X

Financial Management (B.S.) Major Requirements

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

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

Financial Management majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page 51), 3–11 elective credits, and 66 credits of major courses.

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

- ACC101: Financial Accounting 4 Credits
- ACC104: Managerial Accounting 4 Credits
- ECN101: Introductory Macroeconomics 3 Credits
- MGT120: Management and Organizational Behavior 3 Credits
- MGT212: Business Communication 3 Credits
- MGT270: Financial Management 3 Credits
- MGT280: Principles of Marketing 3 Credits
- MGT300: Ethics for Business 3 Credits
- MGT403: Business Law - Labor Law 3 Credits
- MGT490: Strategic Business Planning Capstone 4 Credits
- MTH191: Applied Calculus 3 Credits
- STA173: Statistical Methods 3 Credits

One of the following courses:

- APT103: IC3 GS5 Certification: Internet and Computing Core Certification 3 Credits
- APT304: Microsoft Certified Application Specialist (MCAS) 3 Credits

And eight (8) additional courses (24 credits):

- ACC331: Federal Income Taxes I 3 Credits
- ECN102: Introductory Microeconomics 3 Credits
- ECN305: Money, Banking in Financial Markets 3 Credits
- ECN351: Risk Management 3 Credits
- MGT214: Project Management 3 Credits
- MGT320: Investment Planning 3 Credits
- MGT355: Professional Selling 3 Credits
- MGT491: Professional Internship in Business 3 Credits

Degree Plan for Financial Management (B.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ECN101: Introductory Macroeconomics (3 credits)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	X
MGT120: Management and Organizational Behavior (3 credits) <i>or</i> Core Course (3 credits) (<i>one each semester</i>)	X	X
UNV102: University Seminar II (3 credits)		X
ECN102: Introductory Microeconomics (3 credits)		X
ACC101: Financial Accounting & Lab (4 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
ACC104: Managerial Accounting & Lab (4 credits)	X	
MGT270: Financial Management (3 credits) <i>or</i> MGT280: Principles of Marketing (<i>one each semester</i>)	X	X
STA173: Statistical Methods (3 credits) <i>or</i> MTH191: Applied Calculus (3 credits) (<i>one each semester</i>)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)		X
Third Year		
ACC331: Federal Income Taxes I (3 credits)	X	
ECN351: Risk Management (3 credits)	X	
MGT212: Business Communication (3 credits) <i>or</i> MGT214: Project Management (3 credits) (<i>one each semester</i>)	X	X
ECN305: Money, Banking in Financial Markets (3 credits) <i>or</i> MGT320: Investment Planning (3 credits) (<i>one each semester</i>)	X	X
Core Course (3 credits)	X	X
APT103: IC3 GS5 Certification: Internet & Computing Core Cert. (3 credits) <i>or</i> APT304: Microsoft Certified Application Specialist (MCAS) (3 credits)		X
MGT355: Professional Selling (3 credits)		X
Fourth Year		
MGT490: Strategic Business Planning Capstone (4 credits) <i>or</i> MGT491: Professional Internship in Business (3 credits) (<i>one each semester</i>)	X	X
MGT300: Ethics for Business (3 credits) <i>or</i> MGT403: Business Law - Labor Law (3 credits) (<i>one each semester</i>)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X

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

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

Global Business and Economics majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [57](#)), 6–14 elective credits, and 60 credits of major courses.

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

- ACC101: Financial Accounting 4 Credits
- ACC104: Managerial Accounting 4 Credits
- ECN101: Introductory Macroeconomics 3 Credits
- MGT120: Management and Organizational Behavior 3 Credits
- MGT212: Business Communication 3 Credits
- MGT270: Financial Management 3 Credits
- MGT280: Principles of Marketing 3 Credits
- MGT300: Ethics for Business 3 Credits
- MGT403: Business Law - Labor Law 3 Credits
- MGT490: Strategic Business Planning Capstone 4 Credits
- STA173: Statistical Methods 3 Credits
- MTH172: Quantitative Methods for Business 3 Credits or higher

One of the following courses:

- APT103: IC3 GS5 Certification: Internet and Computing Core Certification 3 Credits
- APT304: Microsoft Certified Application Specialist (MCAS) 3 Credits

And six (6) additional courses (18 credits):

- ECN102: Introductory Microeconomics 3 Credits
- ECN263: Global Economics 3 Credits
- ECN314: Comparative Economic and Political Systems 3 Credits
- ECN392: China's Evolving Economy 3 Credits
- ECN420: Political Economy of Industrial Societies 3 Credits
- One upper level (200/300/400-level) ECN elective 3 Credits

Degree Plan for Global Business & Economics (B.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ECN101: Introductory Macroeconomics (3 credits)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	X
MGT120: Management and Organizational Behavior (3 credits) <i>or</i> Core Course (3 credits) (<i>one each semester</i>)	X	X
UNV102: University Seminar II (3 credits)		X
ECN102: Introductory Microeconomics (3 credits)		X
ACC101: Financial Accounting & Lab (4 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
ACC104: Managerial Accounting & Lab (4 credits)	X	
MGT270: Financial Management (3 credits) <i>or</i> MGT280: Principles of Marketing (<i>one each semester</i>)	X	X
STA173: Statistical Methods (3 credits) <i>or</i> MTH172: Quantitative Methods for Business (3 credits) (<i>one each semester</i>)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)		X
Third Year		
APT103: IC3 GS5 Certification: Internet & Computing Core Cert. (3 credits) <i>or</i> APT304: Microsoft Certified Application Specialist (MCAS) (3 credits)	X	
MGT212: Business Communication (3 credits) <i>or</i> ECN392: China's Evolving Economy (3 credits) (<i>one each semester</i>)	X	X
ECN314: Comparative Economic and Political Systems (3 credits)	X	
Elective (3 credits)	X	X
Core Course (3 credits)	X	X
ECN263: Global Economics (3 credits)		X
Elective (3 credits)		X
Fourth Year		
MGT490: Strategic Business Planning Capstone (4 credits) <i>or</i> Elective (3 credits) (<i>one each semester</i>)	X	X
MGT300: Ethics for Business (3 credits) <i>or</i> MGT403: Business Law - Labor Law (3 credits) (<i>one each semester</i>)	X	X
Elective: 300 or 400 level (3 credits)	X	X
ECN420: Political Economy of Industrial Societies (3 credits)		X
Elective (3 credits)	X	X
Elective (3 credits)	X	

Global Business and Economics Minor Requirements

The minor in Global Business and Economics is open to students from all disciplines and provides a great foundation for a career in today's increasingly global business environment.

Students completing a minor in Global Business and Economics are required to take the following seven courses (21 credits):

- ECN101: Introductory Macroeconomics 3 Credits
- ECN102: Introductory Microeconomics 3 Credits
- ECN263: Global Economics 3 Credits
- ECN314: Comparative Economic and Political Systems 3 Credits
- ECN392: China's Evolving Economy 3 Credits
- MGT120: Management and Organizational Behavior 3 Credits
- MGT280: Principles of Marketing 3 Credits

Additional Requirement:

One additional language course in the same language above the two-course University requirement OR Professional Internship.

Healthcare Administration (B.S.) Major Requirements

The Bachelor of Science degree in Healthcare Administration provides students with knowledge and experience in the dynamic and fascinating world of healthcare management. Healthcare is one of the fastest growing industries in the nation and the need for talented, qualified managers/administrators in the field is ever-growing. This degree program is designed to provide an overview of the healthcare industry while helping students understand the challenges facing this industry worldwide. The curriculum is designed to introduce students to global, social, regulatory, ethical and economic issues related to health risk, prevention, policy, and services. This degree is part of the Department of Business and Economics, which allows students to develop communication, leadership, and management skills through traditional business disciplines. Throughout their studies, students will have opportunities to discuss ethical and moral decisions in the healthcare industry through the use of experiential learning, both in the classroom and in industry, use critical thinking, problem solving and analytical abilities to promote decision making and problem-solving, understand the needs of patients and families, and advocate for change when necessary.

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

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

Healthcare Administration majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [57](#)), 1–17 elective credits, and 67–68 credits of major courses. Requirements to complete the major in Healthcare Administration consist of the following:

- ACC101: Financial Accounting 4 Credits
- ACC104: Managerial Accounting 4 Credits
- ECN101: Introductory Macroeconomics 3 Credits
- HCA110: Health Care Systems 3 Credits
- HCA225: Health Care Law 3 Credits
- HCA310: Quality Assurance & Risk Management in Health Care 3 Credits
- HCA320: Financial Management in Health Care 3 Credits
- HCA350: Health Care & Medical Ethics 3 Credits

- MGT120: Management and Organizational Behavior 3 Credits
- MGT212: Business Communication 3 Credits
- MGT280: Principles of Marketing 3 Credits
- MGT290: Management of Human Resources 3 Credits
- MGT490: Strategic Business Planning Capstone 4 Credits
- MGT491: Professional Internship in Business 3 Credits
- MTH172: Quantitative Methods for Business 3 Credits
OR higher.
- NUR130: Medical Terminology 1 Credit
- NUR216: Health Care Informatics 3 Credits
- NUR444: Public Health and Disaster Response Planning 3 Credits
- SOA249: Global Health: Society, Medicine, and the Body 3 Credits
- STA173: Statistical Methods 3 Credits
- SWK120: Social Problems: Analysis by Race, Class and Gender 3 Credits

One of the following:

- BIO110: Human Biology: Physiology and Health 3 Credits
- BIO105: Human Anatomy and Physiology I 4 Credits

Healthcare Administration Minor

Students completing the minor in Healthcare Administration minor are required to take 19 credits.

Required Courses

- HCA110: Health Care Systems 3 Credits
- HCA310: Quality Assurance & Risk Management in Health Care 3 Credits
- HCA350: Health Care & Medical Ethics 3 Credits
- NUR130: Medical Terminology 1 Credit
- NUR444: Public Health and Disaster Response Planning 3 Credits

Two Approved Electives

- BIO110: Human Biology: Physiology and Health 3 Credits
- BIO105: Human Anatomy and Physiology I 4 Credits
- BIO106: Human Anatomy and Physiology II 4 Credits
- HCA225: Health Care Law 3 Credits
- HCA399: Special Topics in Health Care Administration and Management 3 Credits
- NUR216: Health Care Informatics 3 Credits
- SOA249: Global Health: Society, Medicine, and the Body 3 Credits
- SWK120: Social Problems: Analysis by Race, Class and Gender 3 Credits

Degree Plan for Healthcare Administration (B.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ECN101: Introductory Macroeconomics (3 credits)	X	
MGT120: Management and Organizational Behavior (3 credits) <i>or</i> HCA110: Health Care Systems (3 credits) <i>(one each semester)</i>	X	X
BIO110: Human Biology: Physiology and Health (3 credits) <i>or</i> BIO105: Human Anatomy and Physiology I (4 credits)	X	
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
ACC101: Financial Accounting & ACC101L Lab (4 credits)		X
SWK120: Social Problems: Analysis by Race, Class and Gender (3 credits)		X
Second Year		
NUR130: Medical Terminology (1 credit)	X	
ACC104: Managerial Accounting & ACC104L Lab (4 credits)	X	
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) <i>(one each semester)</i>	X	X
MGT212: Business Communication (3 credits) <i>or</i> NUR216: Health Care Informatics (3 credits) <i>(one each semester)</i>	X	X
MTH172: Quantitative Methods for Business (3 credits) <i>or</i> STA173: Statistical Methods (3 credits) <i>(one each semester)</i>	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)		X
Third Year		
MGT280: Principles of Marketing (3 credits) <i>or</i> MGT290: Management of Human Resources (3 credits) <i>(one each semester)</i>	X	X
HCA310: Quality Assurance & Risk Management in Health Care (3 credits)	X	
HCA320: Financial Management in Health Care (3 credits) <i>or</i> HCA350: Health Care & Medical Ethics (3 credits) <i>(one each semester)</i>	X	X
SOA249: Global Health: Society, Medicine, and the Body (3 credits) <i>or</i> Core Course (3 credits) <i>(one each semester)</i>	X	X
Core Course (3 credits)	X	X
Elective (3 credits)		X
Fourth Year		
HCA225: Health Care Law (3 credits) <i>or</i> NUR444: Public Health and Disaster Response Planning (3 credits) <i>(one each semester)</i>	X	X
MGT490: Strategic Business Planning Capstone (4 credits) <i>or</i> MGT491: Professional Internship in Business (3 credits) <i>(one each semester)</i>	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X

Marketing (B.S.) Major Requirements

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

Marketing majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 3–11 elective credits, and 66 credits of major courses.

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

- ACC101: Financial Accounting 4 Credits
- ACC104: Managerial Accounting 4 Credits
- ECN101: Introductory Macroeconomics 3 Credits
- MGT120: Management and Organizational Behavior 3 Credits
- MGT212: Business Communication 3 Credits
- MGT270: Financial Management 3 Credits
- MGT280: Principles of Marketing 3 Credits
- MGT300: Ethics for Business 3 Credits
- MGT403: Business Law - Labor Law 3 Credits
- MGT490: Strategic Business Planning Capstone 4 Credits
- STA173: Statistical Methods 3 Credits
- MTH172: Quantitative Methods for Business 3 Credits or higher.

One of the following courses:

- APT103: IC3 GS5 Certification: Internet and Computing Core Certification 3 Credits
- APT304: Microsoft Certified Application Specialist (MCAS) 3 Credits

And eight (8) additional courses (24 credits):

- ECN102: Introductory Microeconomics 3 Credits
- MGT305: International Issues in Consumer Behavior 3 Credits
- MGT350: Business Research Methods 3 Credits
- MGT390: Marketing Communications 3 Credits
- MGT422: Marketing Strategies 3 Credits
- MGT491: Professional Internship in Business 3 Credits
- Any two 3-credit approved electives 6 Credits

Approved Marketing Electives

Choose two approved electives from Art, English, or Management.

- ART071: Indesign (1 Credit)
- ART072: Digital Drawing: Art & Business (1 Credit)
- ART076: Word Press (1 Credit)
- ART080: iMovie/Final Cut (1 Credit)
- ART084: Photoshop (1 Credit)
- ART086: Digital Animation (1 Credit)
- ART087: Web Design (1 Credit)
- ART100: Creativity + Technology (3 Credits)
- ART140: The Art of Website Design (3 Credits)

- ART241: Graphic Design I (3 Credits)
- ART271: Introduction to Digital Photography (3 Credits)
- ENG265: Media and Culture (3 Credits)
- ENG267: Intro to Television Studies (3 Credits)
- ENG271: Introduction to Media Writing (3 Credits)
- ENG273: Multimedia Storytelling (3 Credits)
- ENG357: Editing and Publishing (3 Credits)
- ENG360: Social Media Strategies (3 Credits)
- ENG369: Media and Social Change (3 Credits)
- ENG372: Fan Culture (3 Credits)
- ENG374: Advertising and Consumer Culture (3 Credits)
- ENG397: Stpc: Screenwriting (3 Credits)
- MGT035: Search Engine Marketing (1 Credit)
- MGT040: Intro to Design Thinking (1 Credit)
- MGT073: Building your Career Brand (1 Credit)
- MGT131: Media Relations/PR (1 Credit)
- MGT255: Entrepreneurship 3 Credits
- MGT312: Sports Marketing (3 Credits)
- MGT315: Event Planning and Facility Management (3 Credits)
- MGT353: Retailing (3 Credits)
- MGT355: Professional Selling (3 Credits)
- MGT357: International Marketing (3 Credits)
- THE261: Public Speaking Theory & Practice (3 Credits)

Marketing Minor Requirements

The minor in Marketing provides an opportunity for students to explore the knowledge and skills involved in value creation and revenue development by creating goods and services that meet the needs of a target audience. The minor allows the students to acquire the foundational understanding and skills in marketing while selecting electives that enhance their education in areas such as business, communications, and art, that make the most sense for their intended career path.

Students completing the minor in Marketing are required to take 18 credits.

- MGT120: Management and Organizational Behavior 3 Credits
- MGT280: Principles of Marketing 3 Credits
- MGT305: International Issues in Consumer Behavior 3 Credits
- MGT390: Marketing Communications 3 Credits
- Any two 3-credit approved Marketing electives 6 Credits

Degree Plan for Marketing (B.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ECN101: Introductory Macroeconomics (3 credits)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	
MGT120: Management and Organizational Behavior (3 credits) <i>or</i> Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
ECN102: Introductory Microeconomics (3 credits)		X
ACC101: Financial Accounting & Lab (4 credits)		X
MGT212: Business Communication (3 credits) <i>or</i> MGT280: Principles of Marketing (3 credits) (<i>Spring Year 1 and Fall Year 2</i>)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
ACC104: Managerial Accounting & Lab (4 credits)	X	
MGT212: Business Communication (3 credits) <i>or</i> MGT280: Principles of Marketing (3 credits) (<i>Spring Year 1 and Fall Year 2</i>)	X	
MGT305: International Issues in Consumer Behavior (3 credits) <i>or</i> Marketing Elective (3 credits) (<i>one each semester</i>)	X	X
STA173: Statistical Methods (3 credits) <i>or</i> MTH172: Quantitative Methods for Business (3 credits) (<i>one each semester</i>)	X	X
Core Course (3 credits)		X
Core Course (3 credits)		X
Third Year		
APT103: IC3 GS5 Certification: Internet & Computing Core Cert. (3 credits) <i>or</i> APT304: Microsoft Certified Application Specialist (MCAS) (3 credits)	X	
MGT270: Financial Management (3 credits) <i>or</i> MGT350: Business Research Methods (3 credits) (<i>one each semester</i>)	X	X
Core Course (3 credits) <i>or</i> Elective (3 credits) (<i>one each semester</i>)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
MGT390: Marketing Communications (3 credits) <i>or</i> Marketing Elective (3 credits) (<i>Spring Year 4 and Fall Year 4</i>)		X
Fourth Year		
MGT300: Ethics for Business (3 credits) <i>or</i> MGT403: Business Law - Labor Law (3 credits) (<i>one each semester</i>)	X	X
MGT390: Marketing Communications (3 credits) <i>or</i> Marketing Elective (3 credits) (<i>Spring Year 4 and Fall Year 4</i>)	X	
MGT422: Marketing Strategies (3 credits) <i>or</i> Elective (3 credits) (<i>one each semester</i>)	X	X
MGT490: Strategic Business Planning Capstone (4 credits) <i>or</i> MGT491: Professional Internship in Business (3 credits) (<i>one each semester</i>)	X	X
Elective (3 credits)	X	X
Elective (3 credits)		X

Mathematical Finance Minor Requirements

Mathematical Finance, an interdisciplinary minor offered by the Departments of Mathematical Sciences and Business and Economics, provides students with the opportunity to study theoretical and applied problems arising in corporate finance and risk management as well as personal financial planning. The minor provides students the skills required to pursue professional certifications in finance.

Students completing the Mathematical Finance minor are required to take the following eight courses in mathematics and finance (26 credits):

- MTH196: Calculus II 4 Credits
- MTH203: Calculus III 4 Credits
- MTH211: Linear Algebra 3 Credits
- MTH213: Differential Equations 3 Credits
- MGT325: Enhanced Financial Management 3 Credits
- MGT345: Introduction to Mathematical Finance 3 Credits
- MGT415: Discrete Time Finance 3 Credits
- MGT425: Continuous Time Finance 3 Credits

Sports Management Minor Requirements

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

Students completing a minor in Sports Management are required to take the following five courses and 3 credits of electives (18 credits):

- AST251: Sport in America 3 Credits
- MGT110: Sports Management in the 21st Century 3 Credits
- MGT210: Ethical and Legal Issues in Sports 3 Credits
- MGT312: Sports Marketing 3 Credits
- MGT491: Professional Internship in Business 3 Credits

Electives

Complete three credits from the following courses or combination of courses:

- MGT130: Gender and Minority Issues in Sports 1 Credit
- MGT131: Media Relations - Public Relations 1 Credit
- MGT132: Sponsorships and Fundraising 1 Credit
- MGT133: Contract Negotiation in Sports 1 Credit
- MGT134: The Sports Franchise 1 Credit
- MGT135: Special Topics in Sports Management 1 Credit
- MGT315: Event Planning and Facility Management 3 Credits

Chemistry

Department Chair: Susan M. Meschwitz, Ph.D.

As the central science, chemistry is the foundation for our understanding of the physical world. It is used to solve many of the problems of the world ranging from human health (new medicinal compounds to treat or prevent disease, new tools to probe how the human body and brain work, new biomedical diagnostic strategies), energy, material science, food security, access to clean water and environmental pollution. Chemistry is an integral part of the STEM [Science, Technology, Engineering, and Mathematics] fields that are in high demand and have continued to experience growth in employment opportunities and increasing salaries over the years. Our department offers a BS in Chemistry, a BS in Biochemistry, a BA in Chemistry and a Minor in Chemistry. We also offer a BAS in Chemistry and Secondary Education, a dual 3+2 year program leading to a BA in Chemistry (Salve) and BS in Chemical or Biomedical Engineering at Washington University, St. Louis, and a dual 3+3 year program leading to a BA in Biochemistry (Salve) and a PharmD from the University of Hartford.

Students who major in chemistry or biochemistry enjoy a scientific basis that allows for a wide range of career opportunities. These include both industrial and academic positions and often involve analysis, synthesis, and/or modeling. With a detailed curriculum and an interdisciplinary perspective including faculty-student research and laboratory-based courses, our Chemistry and Biochemistry programs will put students at the cutting edge of modern science and will thoroughly prepare students for careers in chemical, biochemical and pharmaceutical industries.

Training in chemistry or biochemistry could also lead to opportunities in interdisciplinary fields such as education, computational science, art conservation, technical writing, forensic science, patent law, biophysics, medicine and many others.

A BS in Chemistry prepares students for graduate studies (M.S. or Ph.D.) in Chemistry or related fields and professional graduate programs such as medical, dental, veterinary, pharmaceutical science and physical therapy. A BS in Biochemistry will provide students with the opportunity to expand their knowledge beyond the traditional fields of biology and chemistry while still having a solid grounding in a major discipline. The BS in Biochemistry program is a comprehensive multidisciplinary program committed to providing the practice knowledge and skills necessary for graduate study (M.S. or Ph.D.) in biochemistry, chemistry, molecular biology, genetics, biotechnology or admission to health-related programs. Students interested in the health related professions should consult with the health professions advisor to determine the appropriate courses that should be taken. The B.S. in Chemistry or Biochemistry meets most of the requirements for these programs. Additionally students are advised to check the admission requirements of the professional and graduate program of interest.

Our alumni in the past few years have gained admission at prestigious graduate schools, including Brown, Northeastern, Tufts University, Purdue University, the University of Connecticut, Boston University, the University of Maryland, and Stony Brook University. Others have entered medical school at New York University School of Medicine, dental school at University of New England, and pharmacy school at University of New England, Mass. College of Pharmacy and Health Sciences (MCPHS) and Regis College. Other alumni have found employment at RI state crime lab, Abbott diagnostic, Sanofi Genzyme, Henkle Corporation, and Vantix Diagnostics, just to mention a few.

Biochemistry (B.A.) Major Requirements

The Bachelor of Arts in Biochemistry degree is a degree option for students interested in science at the intersection of biology and chemistry. It was developed especially for students interested in attending a health professional school, such as medical, dental, veterinary medicine, or pharmacy. It provides students core knowledge in biochemistry, but requires fewer courses in the major than the Bachelor of Science track, allowing students the flexibility to explore other disciplines, and providing the well-rounded educational experience that many professional schools seek in applicants.

Biochemistry (B.A.) majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page 51), 54 credits (14 courses) in their major, and 15–17 elective credits:

Required Courses (Chemistry and Biology) (35 credits)

- CHM113: General Chemistry I 4 Credits
- CHM114: General Chemistry II 4 Credits
- BIO112: General Biology II 4 Credits

- BIO220: Cell Biology and Chemistry 4 Credits
- CHM205: Organic Chemistry I 4 Credits
- CHM206: Organic Chemistry II 4 Credits
- BCH403: Biochemistry 4 Credits
- BCH404: Advanced Biochemistry 4 Credits
- CHM410: Topics in Chemistry and Research Capstone 3 Credits

Choose one Chemistry course from following (4 Credits):

- CHM305: Physical Chemistry I 4 Credits
- CHM408: Inorganic Chemistry 4 Credits
- CHM301: Analytical Chemistry 4 Credits
- CHM309: Instrumental Analysis 4 Credits

Choose one Chemistry Elective from the following (3 Credits):

- CHM425: Chemistry of Proteins 3 Credits
- CHM430: Molecular Spectroscopy of Bio-macromolecules 3 Credits
- CHM435: Biophysical Chemistry 3 Credits
- CHM440: Chemical and Enzyme Kinetics 3 Credits
- CHM445: Medicinal Natural Products 3 Credits
- CHM450: Total Synthesis of Natural Products 3 Credits
- CHM455: Organic Chemistry of Drug Design and Drug Action 3 Credits
- CHM460: Bioinorganic Chemistry 3 Credits
- CHM465: Metals in Cells 3 Credits

Mathematics and Physics (12 credits):

- MTH195: Calculus I 4 Credits
- MTH196: Calculus II 4 Credits
- PHY205: Principles of Physics I 4 Credits

Degree Plan for Biochemistry (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
CHM113: General Chemistry I & Lab (4 credits)	X	
MTH195: Calculus I (4 credits)	X	
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
BIO112: General Biology II & Lab (4 credits)		X
CHM114: General Chemistry II & Lab (4 credits)		X
MTH 196: Calculus II (4 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
BIO220: Cell Biology and Chemistry & Lab (4 credits)	X	
CHM205: Organic Chemistry I & Lab (4 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
CHM Requirement: CHM305, CHM408, CHM301, or CHM309 (4 credits)		X
CHM206: Organic Chemistry II & Lab (4 credits)		X
Third Year		
Elective (3 credits)	X	
BCH403: Biochemistry (4 credits)	X	
PHY205: Principles of Physics I (4 credits)	X	
Elective (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)		X
Elective (3 credits)		X
BCH404: Advanced Biochemistry (4 credits)		X
Fourth Year		
CHM410: Topics in Chemistry and Research Capstone (3 credits)	X	
Elective (3 credits)	X	
Elective (3 credits)	X	X
CHM Requirement: CHM425, CHM430, CHM435, CHM440, CHM445, CHM450, CHM455, CHM460, or CHM465 (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)		X
Elective (3 credits)		X

Biochemistry (B.S.) Major Requirements

Biochemistry (B.S.) majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page 51) and 79 credits (21 courses) in their major:

Required courses (Chemistry)

- CHM113: General Chemistry I 4 Credits
- CHM114: General Chemistry II 4 Credits
- CHM301: Analytical Chemistry 4 Credits
- CHM205: Organic Chemistry I 4 Credits
- CHM206: Organic Chemistry II 4 Credits
- CHM305: Physical Chemistry I 4 Credits
- CHM408: Inorganic Chemistry 4 Credits
- CHM410: Topics in Chemistry and Research Capstone 3 Credits
- Complete 4 Credits of Undergraduate Research:
 - CHM497: Undergraduate Research I 1-4 Credits
 - or BIO 497: Undergraduate Research 1-4 Credits

Required courses (Biology)

- BIO112: General Biology II 4 Credits
- BIO220: Cell Biology and Chemistry 4 Credits
- BIO253: Genetics: Classical, Molecular and Population 4 Credits

Required courses (Biochemistry)

- BCH403: Biochemistry 4 Credits
- BCH404: Advanced Biochemistry 4 Credits

Mathematics

- MTH195: Calculus I 4 Credits
- MTH196: Calculus II 4 Credits

Physics

- PHY205: Principles of Physics I 4 Credits
- PHY206: Principles of Physics II 4 Credits

Additional Required Courses

Students should also earn 6 credits (2 courses) from the following courses:

- CHM425: Chemistry of Proteins 3 Credits
- CHM430: Molecular Spectroscopy of Bio-macromolecules 3 Credits
- CHM435: Biophysical Chemistry 3 Credits
- CHM440: Chemical and Enzyme Kinetics 3 Credits
- CHM445: Medicinal Natural Products 3 Credits
- CHM450: Total Synthesis of Natural Products 3 Credits
- CHM455: Organic Chemistry of Drug Design and Drug Action 3 Credits
- CHM460: Bioinorganic Chemistry 3 Credits
- CHM465: Metals in Cells 3 Credits

Electives

Students should take one elective (3–4 credits) from the courses listed below or one additional course from Additional Requirements:

- CHM306: Physical Chemistry II 4 Credits
- CHM309: Instrumental Analysis 4 Credits
- CHM407: Advanced Organic Chemistry 4 Credits
- CHM498: Undergraduate Research II 1-6 Credits
- BCH410: Pharmacology and Toxicology 4 Credits
- BIO370: Molecular Biology 4 Credits
- BIO399: Special Topics 3-4 Credits
- BIO420: Immunology 3 Credits
- BIO425: Neuroscience 3 Credits
- BIO435: Developmental Biology 4 Credits
- BIO440: Genetics 4 Credits

Degree Plan for Biochemistry (B.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
CHM113: General Chemistry I & Lab (4 credits)	X	
MTH195: Calculus I (4 credits)	X	
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
BIO112: General Biology II & Lab (4 credits)		X
CHM114: General Chemistry II & Lab (4 credits)		X
MTH 196: Calculus II (4 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
BIO220: Cell Biology and Chemistry & Lab (4 credits)	X	
CHM205: Organic Chemistry I & Lab (4 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
BIO253: Genetics: Classical, Molecular and Population & Lab (4 credits)		X
CHM206: Organic Chemistry II & Lab (4 credits)		X
Third Year		
CHM301: Analytical Chemistry (4 credits)	X	
BCH403: Biochemistry (4 credits)	X	
PHY205: Principles of Physics I (4 credits)	X	
CHM497: Undergraduate Research I (1-4 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)		X
PHY206: Principles of Physics II (4 credits)		X
BCH404: Advanced Biochemistry (4 credits)		X

Fourth Year		
CHM305: Physical Chemistry I (4 credits)	X	
CHM410: Topics in Chemistry and Research Capstone (3 credits)	X	
Elective (3 credits)	X	X
CHM Requirement: CHM425, CHM430, CHM435, CHM440, CHM445, CHM450, CHM455, CHM460, or CHM465 (3 credits)	X	X
CHM Elective (3 credits)	X	X
CHM408: Inorganic Chemistry (4 credits)		X
CHM Elective (4 credits)		X

Biochemistry (B.A.) Leading to Pharm.D.

Salve Regina University along with the University of Saint Joseph offers a pathway for students to earn their Doctor of Pharmacy in six years. Students complete three years of study in biochemistry at Salve Regina, followed by three years in Saint Joseph's Pharm.D. program. Before conferral of the B.A. in Biochemistry from Salve Regina University, the student must request that University of Saint Joseph forward transcripts to verify completion of all required course work. See [Pharmacy Dual Degree](#) for more information.

Biochemistry (B.A.) majors in the 3+3 pharmacy dual degree complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 54 credits (14 courses) in their major, and 15–17 elective credits:

Required Courses (Chemistry and Biology) (35 credits)

- CHM113: General Chemistry I 4 Credits
- CHM114: General Chemistry II 4 Credits
- BIO112: General Biology II 4 Credits
- BIO210: Microbiology 4 Credits
- BIO305: Human Anatomy 4 Credits
- BIO325: Human Physiology 4 Credits
- CHM205: Organic Chemistry I 4 Credits
- CHM206: Organic Chemistry II 4 Credits
- BCH403: Biochemistry 4 Credits

Choose two: Cell Biology, Analytical Chemistry or Physical Chemistry Courses from the following (8 Credits):

- BIO220: Cell Biology and Chemistry 4 Credits
- CHM425: Chemistry of Proteins 3 Credits
- CHM430: Molecular Spectroscopy of Bio-macromolecules 3 Credits
- CHM435: Biophysical Chemistry 3 Credits
- CHM440: Chemical and Enzyme Kinetics 3 Credits
- CHM445: Medicinal Natural Products 3 Credits
- CHM450: Total Synthesis of Natural Products 3 Credits
- CHM455: Organic Chemistry of Drug Design and Drug Action 3 Credits
- CHM460: Bioinorganic Chemistry 3 Credits
- CHM465: Metals in Cells 3 Credits

Mathematics and Physics (15 credits):

- MTH195: Calculus I 4 Credits
- MTH196: Calculus II 4 Credits
- PHY205: Principles of Physics I 4 Credits
- STA173: Statistical Methods 3 Credits

Degree Plan for Biochemistry (B.A.) 3+3 Leading to Pharm.D.

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
CHM113: General Chemistry I & Lab (4 credits)	X	
MTH195: Calculus I (4 credits)	X	
ECN101: Introductory Macroeconomics (3 credits)	X	
Foreign Language Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
CHM114: General Chemistry II & Lab (4 credits)		X
BIO112: General Biology II & Lab (4 credits)		X
MTH 196: Calculus II (4 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
Cell Biology, Analytical Chemistry or Physical Chemistry Course (4 credits)	X	
CHM205: Organic Chemistry I & Lab (4 credits)	X	
Literature Core Course (3 credits)	X	
Visual & Performing Arts Core Course (3 credits)	X	
Cell Biology, Analytical Chemistry or Physical Chemistry Course (4 credits)		X
CHM206: Organic Chemistry II & Lab (4 credits)		X
History Core Course (3 credits)		X
Psychology Core Course (3 credits)		X
Third Year		
BIO305: Human Anatomy (4 credits)	X	
BCH403: Biochemistry (4 credits)	X	
PHY205: Principles of Physics I (4 credits)	X	
CHM410: Topics in Chemistry and Research Capstone (3 credits)	X	
BIO210: Microbiology (4 credits)		X
BIO325: Human Physiology (4 credits)		X
Religious & Theological Studies Core Course (3 credits)		X
Philosophy Core Course (3 credits)		X
STA173: Statistical Methods (3 credits)		X
Fourth Year Courses at University of Saint Joseph that Transfer to Salve Regina University		
PHCY701: Introduction to the Profession of Pharmacy (2 credits)**		
PHCY704: Pharmaceutical Calculations (3 credits)**		
PHCY710: Introduction to Pharmacochemistry (2 credits)**		
PHCY716: Information Metabolism: Nucleic Acids and Cellular Cm (2 credits)**		

PHCY717: Carbohydrate, Lipid and Amino Acid Metabolism (2 credits)**
PHYC720: Pharmacy Administration (3 credits)**
PHYC751: Pharmacokinetics and Biopharmaceutics (4 credits)
Fifth and Sixth Year at University of Saint Joseph

* Minimum of 120 credits required for undergraduate degree conferral.

** University of Saint Joseph courses noted with two asterisks will transfer to Salve Regina University to count toward Biochemistry courses for B.A. degree. Additional courses for years four, five, and six to meet degree requirements will be specified by University of Saint Joseph.

Chemistry (B.A.) Major Requirements

Many occupations require a moderate training in chemistry combined with training in one or more other areas. Accordingly, the Bachelor of Arts degree in Chemistry is intended for those students desiring a less specialized background in chemistry compared to the Bachelor of Science degree. The program is extremely flexible with fewer required courses in chemistry and mathematics, offering a wider scope of elective courses giving students the freedom to tailor a program to suite their individual needs. For example, students who desire chemistry as a major in programs of pre-engineering, pre-medicine, pre-dentistry, pre-veterinary, or prelaw may elect this program. Students interested in teaching chemistry in high school normally complete a BA degree in chemistry. Other suitable career pathways include sales or technical service, technical editors, writers, or secretaries, or technical librarians, chemical patent lawyers, or forensic scientists.

Chemistry (B.A.) majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page 51), 22–25 elective credits, and 46–47 credits in their major.

Required Courses

- CHM113: General Chemistry I 4 Credits
- CHM114: General Chemistry II 4 Credits
- CHM205: Organic Chemistry I 4 Credits
- CHM206: Organic Chemistry II 4 Credits
- CHM301: Analytical Chemistry 4 Credits
- CHM305: Physical Chemistry I 4 Credits
- CHM408: Inorganic Chemistry 4 Credits
- CHM410: Topics in Chemistry and Research Capstone 3 Credits

Select one elective course (3–4 credits)

- BCH403: Biochemistry 4 Credits
- BCH410: Pharmacology and Toxicology 4 Credits
- CHM306: Physical Chemistry II 4 Credits
- CHM309: Instrumental Analysis 4 Credits
- CHM310: Environmental Chemistry 4 Credits
- CHM407: Advanced Organic Chemistry 4 Credits

Mathematics

- MTH195: Calculus I 4 Credits
- MTH196: Calculus II 4 Credits

Physics

- PHY205: Principles of Physics I 4 Credits
- PHY206: Principles of Physics II 4 Credits

Degree Plan for Chemistry (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
CHM113: General Chemistry I & Lab (4 credits)	X	
MTH195: Calculus I (4 credits)	X	
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
CHM114: General Chemistry II & Lab (4 credits)		X
MTH196: Calculus II (4 credits)		X
Core Course (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
CHM205: Organic Chemistry I & Lab (4 credits)	X	
PHY205: Principles of Physics I & Lab (4 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
PHY206: Principles of Physics II & Lab (4 credits)		X
CHM206: Organic Chemistry II & Lab (4 credits)		X
Third Year		
CHM301: Analytical Chemistry (4 credits)	X	
Core Course (3 credits)	X	X
CHM Elective (3-4 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)		X
CHM408: Inorganic Chemistry (4 credits)		X
Fourth Year		
CHM305: Physical Chemistry I (4 credits)	X	
CHM410: Topics in Chemistry and Research Capstone (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)		X
Elective (3 credits)		X

Chemistry (B.A.) Leading to Chemical or Biomedical Engineering (B.S.)

Students enrolled in the 3+2 engineering dual degree and majoring in chemistry complete a minimum of 120 credits to earn a bachelor's degree. While enrolled at Salve Regina University, students complete a minimum of 40 credits of core courses (see page 51) and 51 credits of major courses. The remaining 29 credits are completed after transfer to Washington University. Before conferral of the B.A. in Chemistry from Salve Regina University, the student must request that Washington University forward transcripts to verify completion of all required course work. See [Engineering Dual Degree](#) for more information.

Courses required of all chemistry majors (51 credits):

- CHM113: General Chemistry I 4 Credit(s)
- CHM114: General Chemistry II 4 Credits(s)
- CHM205: Organic Chemistry I 4 Credits(s)
- CHM206: Organic Chemistry II 4 Credits(s)
- CHM301: Analytical Chemistry 4 Credits(s)
- CHM305: Physical Chemistry I 4 Credits(s)
- CHM310: Environmental Chemistry 4 Credits(s)
- CHM408: Inorganic Chemistry 4 Credit(s)
- CHM410: Topics in Chemistry and Research: Capstone 3 Credit(s)
- PHY205: Principles of Physics I 4 Credit(s)
- PHY206: Principles of Physics II 4 Credit(s)
- MTH195: Calculus I 4 Credit(s)
- MTH196: Calculus II 4 Credit(s)

Modified core curriculum required of all dual-degree students (40 credits):

- FYT100: First Year Transitions 1 Credit(s)
- UNV101: University Seminar I 3 Credit(s)
- UNV102: University Seminar II 3 Credit(s)
- PHL225: Quest for the Good Life 3 Credit(s)
- RTS225: Quest for the Ultimate 3 Credit(s)
- Nine additional core courses, including 6 themed courses in 4 themes
- Capstone course may be completed at Washington University

Depending on the choice of engineering degree, students should also consider taking:

- BIO111: General Biology I 4 Credit(s)
- MTH203: Calculus III 4 Credit(s)
- MTH213: Differential Equations 3 Credit(s)

**Degree Plan for Chemistry (B.A.) 3+2 Pre-Engineering leading to
BS in Chemical Engineering or BS in Biomedical Engineering
at Washington University (WU)**

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
CHM113: General Chemistry I & Lab (4 credits)	X	
MTH195: Calculus I (4 credits)	X	
Foreign Language (one course each semester) (3 credits)	X	X
Art Core Course (3 credits)	X	
UNV102: University Seminar II (3 credits)		X
CHM114: General Chemistry II & Lab (4 credits)		X
MTH196: Calculus II (4 credits)		X
History Core Course (3 credits)		X
Second Year		
PHY205: Principles of Physics I & Lab (4 credits)	X	
MTH203: Calculus III (3 credits)	X	
CHM205: Organic Chemistry I & Lab (4 credits)	X	
CHM301: Analytical Chemistry (4 credits)	X	
PHY206: Principles of Physics II & Lab (4 credits)		X
CHM206: Organic Chemistry II & Lab (4 credits)		X
CSC203: Introduction to Scientific Programming (3 credits)		X
CHM408: Inorganic Chemistry (4 credits)		X
Third Year		
CHM305: Physical Chemistry I (3 credits)	X	
MTH211: Linear Algebra (3 credits)	X	
BIO111: General Biology I (4 credits)	X	
RTS225: Quest for the Ultimate (3 credits)	X	
PHL225: Quest for the Good Life (3 credits)	X	
CHM310: Environmental Chemistry (4 credits)		X
MTH213: Differential Equations (3 credits)		X
BIO112: General Biology II (4 credits)		X
Religion Core Course (3 credits)		X
Philosophy Core Course (3 credits)		X
Fourth and Fifth Year at Washington University		

- Minimum of 120 credits required for undergraduate degree conferral.
- Chemistry (B.A.) 3+2 Pre-Engineering students earn 100 credits at Salve.
- CHM-301 Analytical chemistry is offered in Odd year fall semesters, CHM-408 Inorganic Chemistry & CHM-309 Instrumental Analysis are offered in even year spring semesters
- CHM-305 Physical Chemistry I is offered in even year fall semester, CHM-310 Environmental Chemistry II is offered in odd year spring semesters
- NB: Chemical Engineering track require BIO 112 General Biology II only while the Biomedical Engineering track require a one year sequence of biology, BIO 111 Gen Bio I and BIO 112 Gen Bio II

Chemistry (B.S.) Major Requirements

Chemistry (B.S.) majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page 51), 0–3 elective credits, and 76–78 credits (21 courses) in their major.

- CHM113: General Chemistry I 4 Credits
- CHM114: General Chemistry II 4 Credits
- CHM301: Analytical Chemistry 4 Credits
- CHM205: Organic Chemistry I 4 Credits
- CHM206: Organic Chemistry II 4 Credits
- CHM305: Physical Chemistry I 4 Credits
- CHM306: Physical Chemistry II 4 Credits
- CHM309: Instrumental Analysis 4 Credits
- CHM408: Inorganic Chemistry 4 Credits
- CHM410: Topics in Chemistry and Research Capstone 3 Credits
- CHM497: Undergraduate Research I 1-4 Credits
Four credits from CHM 497 Undergraduate Research I (1-4 Credits)
- BCH403: Biochemistry 4 Credits

Mathematics

- MTH195: Calculus I 4 Credits
- MTH196: Calculus II 4 Credits
- MTH203: Calculus III 4 Credits

Physics

- PHY205: Principles of Physics I 4 Credits
- PHY206: Principles of Physics II 4 Credits

Students must also take 3 courses (9-11) credits from the following elective courses:

- BIO111: General Biology I 4 Credits
- BIO112: General Biology II 4 Credits
- BIO220: Cell Biology and Chemistry 4 Credits
- BCH404: Advanced Biochemistry 4 Credits
- CHM310: Environmental Chemistry 4 Credits
- CHM407: Advanced Organic Chemistry 4 Credits
- CHM425: Chemistry of Proteins 3 Credits
- CHM430: Molecular Spectroscopy of Bio-macromolecules 3 Credits
- CHM435: Biophysical Chemistry 3 Credits
- CHM440: Chemical and Enzyme Kinetics 3 Credits
- CHM445: Medicinal Natural Products 3 Credits
- CHM450: Total Synthesis of Natural Products 3 Credits
- CHM455: Organic Chemistry of Drug Design and Drug Action 3 Credits
- CHM460: Bioinorganic Chemistry 3 Credits
- CHM465: Metals in Cells 3 Credits
- CHM498: Undergraduate Research II 1-6 Credits
- STA173: Statistical Methods 3 Credits

Degree Plan for Chemistry (B.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
CHM113: General Chemistry I & Lab (4 credits)	X	
MTH195: Calculus I (4 credits)	X	
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
CHM114: General Chemistry II & Lab (4 credits)		X
MTH196: Calculus II (4 credits)		X
Core Course (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
CHM205: Organic Chemistry I & Lab (4 credits)	X	
PHY205: Principles of Physics I & Lab (4 credits)	X	
MTH203: Calculus III (4 credits)	X	
Core Course (3 credits)		X
Core Course (3 credits)		X
CHM206: Organic Chemistry II & Lab (4 credits)		X
PHY206: Principles of Physics II & Lab (4 credits)		X
Third Year		
CHM301: Analytical Chemistry (4 credits)	X	
BCH403: Biochemistry (4 credits)	X	
CHM497: Undergraduate Research I (2 credits)	X	X
Core Course (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)		X
CHM408: Inorganic Chemistry (4 credits)		X
CHM309: Instrumental Analysis (4 credits)		X
Fourth Year		
CHM305: Physical Chemistry I (4 credits)	X	
CHM410: Topics in Chemistry and Research Capstone (3 credits)	X	
CHM498: Undergraduate Research II (1-6 credits)	X	X
CHM Elective (4 credits)	X	X
Elective (3 credits)	X	
CHM Elective (4 credits)		X
CHM306: Physical Chemistry II 4 credit(s)		X

Chemistry & Secondary Education (B.A.S.) Major Requirements

The goal of the Salve B.A.S. in Chemistry and Secondary Education is to provide a curriculum that, in four years, gives students a solid foundation in chemistry and also the coursework necessary for certification to teach chemistry at the secondary level. To earn the double major in Chemistry and Secondary education, students complete the courses required for a B.A. in Chemistry and must also meet the requirements for secondary education. It is considered crucial that graduates be fully-trained chemists, capable of working in a range of technical positions outside of secondary education. The curriculum also seeks to expand the scientific background/perspective of graduates by requiring courses in other general scientific disciplines including Math and Physics.

Chemistry & Secondary Education (B.A.S.) majors complete 49–51 credits of core courses (see page 51), 51 credits of chemistry courses, and 43 credits of secondary education courses. See [Education Department](#) for requirements of the *Secondary Education (B.A.S.) major*.

Required Courses

- CHM113: General Chemistry I 4 Credits
- CHM114: General Chemistry II 4 Credits
- CHM205: Organic Chemistry I 4 Credits
- CHM206: Organic Chemistry II 4 Credits
- CHM301: Analytical Chemistry 4 Credits
- CHM305: Physical Chemistry I 4 Credits
- CHM408: Inorganic Chemistry 4 Credits
- CHM410: Topics in Chemistry and Research Capstone 3 Credits

Select one elective course (3-4 credits)

- BCH403: Biochemistry 4 Credits
- CHM306: Physical Chemistry II 4 Credits
- CHM309: Instrumental Analysis 4 Credits
- CHM407: Advanced Organic Chemistry 4 Credits

Mathematics

- MTH195: Calculus I 4 Credits
- MTH196: Calculus II 4 Credits

Physics

- PHY205: Principles of Physics I 4 Credits
- PHY206: Principles of Physics II 4 Credits

Chemistry Minor Requirements

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

- CHM113: General Chemistry I 4 Credits
- CHM114: General Chemistry II 4 Credits
- CHM205: Organic Chemistry I 4 Credits
- CHM206: Organic Chemistry II 4 Credits
- Two chemistry or biochemistry courses (8 credits) above 200-level selected in consultation with the Department Chair.

Degree Plan for Chemistry and Secondary Education (B.A.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
CHM113: General Chemistry I & Lab (4 credits)	X	
MTH195: Calculus I (4 credits)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
CHM114: General Chemistry II & Lab (4 credits)		X
MTH196: Calculus II (4 credits)		X
EDC120: Introduction to Race and Inequity in American Education (3 credits)		X
Second Year		
SCD298: Secondary Field Experience in a Multicultural Society I (1 credit)	X	
CHM205: Organic Chemistry I & Lab (4 credits)	X	
PHY205: Principles of Physics I & Lab (4 credits)	X	
EDC220: Child and Adolescent Devel., Learning, and Teaching (4 credits)	X	
SCD212: Teaching Reading in the Content Area (3 credits)	X	
CHM206: Organic Chemistry II & Lab (4 credits)		X
PHY206: Principles of Physics II & Lab (4 credits)		X
SED211: Intro. to the Char. of Students with Exceptionalities (3 credits)		X
SCD299: Tutoring and Mentoring in a Multicultural Society II (1 credit)		X
Core Course (3 credits)		X
Core Course (3 credits)		X
Third Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
CHM301: Analytical Chemistry (4 credits)	X	
CHM Elective (4 credits)	X	
SCD320: Curriculum, Instruction and Assessment in the Secondary School I (3 credits)	X	
SCD321: Practicum I for Curriculum, Instruction and Assessment in the Secondary School I (1 credits)	X	
Core Course (3 credits)	X	X
CHM408: Inorganic Chemistry (4 credits)		X
SCD323: Curriculum Instruction and Assessment in the Secondary School II (3 credits)		X
SCD322: Practicum II for Curriculum, Instruction and Assessment in Secondary School II (1 credits)		X
Core Course (3 credits)		X

Fourth Year		
CHM305: Physical Chemistry I (4 credits)	X	
CHM410: Topics in Chemistry and Research Capstone (3 credits)	X	
SCD440: Practicum in Secondary Education (3 credits)	X	
SCD410: Classroom Management (3 credits)	X	
Core Course (3 credits)	X	
SCD441: Secondary Student Teaching (12 credits)		X
SCD432: Student Teaching Seminar Capstone (1 credit)		X

Cultural and Historic Preservation

Coordinator: Jeroen van den Hurk, Ph.D.

Cultural and Historic Preservation (CHP) is a polydisciplinary major encompassing such diverse fields as architectural history, preservation planning, archaeology, materials conservation, and cultural resources management. When possible, classes make extensive use of opportunities for hands-on learning in the living laboratories of the Salve Regina campus and the city of Newport.

CHP courses help students develop skills in the analysis of material culture and the built environment, critical thinking about what historic preservation is, and writing about the relationships between the past, the present and the future. Laboratory and studio courses require active participation in preservation projects extending beyond the bounds of the classroom. A summer field school in historical archaeology offers an additional opportunity for students to hone their skills. CHP students are encouraged to participate in international study as part of their education in order to gain a comparative understanding about how preservation works elsewhere in the world. The program works to further the Mission of Salve Regina by imparting to students an understanding that preservationists are stewards of the best of the human built environment, and that cultural and historic preservation are tools for cultivating justice and the enduring values upheld by the University. A required internship provides students the opportunity to further the work of preservation within the local community. Most CHP courses are open to students from all majors with no prerequisites. CHP 490 Senior Thesis in CHP is only open to senior majors.

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

Cultural and Historic Preservation majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [57](#)), 20–28 elective credits, and 39 credits in their major. Thirteen courses constitute the major.

Required courses:

- CHP170: Introduction to Historic Preservation 3 Credits
- CHP180: Historic Building Documentation 3 Credits
- CHP190: Introduction to Archaeology 3 Credits
- CHP250: Internship 3-6 Credits
- CHP262: Historic Site Management 3 Credits
- CHP301: American Architecture Survey 3 Credits
- CHP395: Senior Seminar 3 Credits
- CHP490: Senior Thesis in CHP 3 Credits
- SOA130: Anthropology: Interpreting Cultural Differences 3 Credits

Two courses (6 credits) from the following:

- HIS113: History of the United States to 1877 3 Credits
- HIS114: History of the United States since 1877 3 Credits
- HIS313: American Immigrant Experience 3 Credits
- HIS316: American Economic History 3 Credits
- HIS322: Urban America 3 Credits

Two elective courses (6 credits) from the following:

- ART208: History of World Art I: Prehistoric to 1400 3 Credits
- ART209: History of World Art II: 1400 to Today 3 Credits
- ART312: Classical Art and Archaeology 3 Credits
- ART319: American Painting and Sculpture 3 Credits
- ART325: Wonder: Art, Nature, and Museums 3 Credits
- ART405: Curatorial Practice and the Gallery Experience 3 Credits
- CHP207: Introduction to Architecture (3 Credits)
- CHP218: Exploring North American Indian Societies (3 Credits)

- CHP225: Introduction to Public History (3 Credits)
- CHP260: The City as a Work of Art (3 Credits)
- CHP265: Cultural Resources Management (3 Credits)
- CHP290: Introduction to Geographic Information Systems (3 Credits)
- CHP302: Researching Historic Properties (3 Credits)
- CHP307: 20th and 21st Century Architecture (3 Credits)
- CHP311: Landscape History and Interpretation (3 Credits)
- CHP323: History of Newport Architecture 3 Credits
- CHP330: Analysis and Interpretation of Archaeological Materials: Material Culture in Everyday Life (3 Credits)
- CHP360: Preservation of Historic Cemeteries (3 Credits)
- CHP390: Field School in Historical Archaeology (3-6 Credits)
- CHP399: Special Topics (3 Credits)
- CHP499: Independent Study (3 Credits)

Cultural and Historic Preservation Minor Requirements

Students completing a minor in Cultural and Historic Preservation take six courses (18 credits).

- CHP170: Introduction to Historic Preservation 3 Credits
- CHP180: Historic Building Documentation 3 Credits
- CHP190: Introduction to Archaeology 3 Credits
- CHP301: American Architecture Survey 3 Credits
- Two additional CHP elective courses (6 credits)

Approved CHP Electives

- ART208: History of World Art I: Prehistoric to 1400 3 Credits
- ART209: History of World Art II: 1400 to Today 3 Credits
- ART312: Classical Art and Archaeology 3 Credits
- ART319: American Painting and Sculpture 3 Credits
- ART325: Wonder: Art, Nature, and Museums 3 Credits
- ART405: Curatorial Practice and the Gallery Experience 3 Credits
- CHP207: Introduction to Architecture (3 Credits)
- CHP218: Exploring North American Indian Societies (3 Credits)
- CHP225: Introduction to Public History (3 Credits)
- CHP260: The City as a Work of Art (3 Credits)
- CHP265: Cultural Resources Management (3 Credits)
- CHP290: Introduction to Geographic Information Systems (3 Credits)
- CHP302: Researching Historic Properties (3 Credits)
- CHP307: 20th and 21st Century Architecture (3 Credits)
- CHP311: Landscape History and Interpretation (3 Credits)
- CHP323: History of Newport Architecture 3 Credits
- CHP330: Analysis and Interpretation of Archaeological Materials: Material Culture in Everyday Life (3 Credits)
- CHP360: Preservation of Historic Cemeteries (3 Credits)
- CHP390: Field School in Historical Archaeology (3-6 Credits)
- CHP399: Special Topics (3 Credits)
- CHP499: Independent Study (3 Credits)

Degree Plan for Cultural and Historic Preservation (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
CHP170: Introduction to Historic Preservation (3 credits)	X	
SOA130: Anthropology: Interpreting Cultural Differences (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
CHP180: Historic Building Documentation (3 credits)		X
HIS CHP Course (3 credits) (HIS113, HIS114, HIS313, HIS316, or HIS322)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
CHP190: Introduction to Archaeology (3 credits)	X	
CHP262: Historic Site Management (3 credits)	X	
HIS CHP Course (3 credits) (HIS113, HIS114, HIS313, HIS316, or HIS322)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)		X
Elective (3 credits)		X
CHP Elective (3 credits)		X
Third Year		
CHP250: Internship (3-6 credits)	X	
CHP301: American Architecture Survey (3 credits)	X	
Core Course (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)		X
CHP Elective (3 credits)		X
Fourth Year		
CHP395: Senior Seminar (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
CHP490: Senior Thesis in CHP (3 credits)		X

Cultural, Environmental and Global Studies

Department Chair: Jameson F. Chace, Ph.D.

The Department of Cultural, Environmental, and Global Studies prepares students for solving complex problems in a rapidly evolving world. The Department's majors emphasize the development of a sense of global responsibility and an understanding of the causes of social injustice. Through field research, study abroad, internships, and other opportunities, students acquire knowledge of how the world is shaped by economic, political, social, and environmental processes. Students are then able to apply this knowledge within their communities and careers in ways that reflect the mission of the Sisters of Mercy.

There are three majors offered in the department: Environmental Studies (B.A.), Global Studies (B.A.), and Sociology and Anthropology (B.A.), and five minors: Environmental Studies, Food Studies, Global Studies, Sociology and Anthropology, and Women, Gender and Sexuality Studies. All these programs share four common Student Learning Outcomes:

- Identify the ways in which local and international communities are affected by immigration, the environment, violence, racism, and/or gendered injustice.
- Evaluate multiple perspectives on contemporary issues at the local and global levels.
- Apply interdisciplinary research methodologies to solving unstructured problems.
- Create effective Mercy-based solutions to a specific environmental or sociocultural problem.

Environmental Studies (B.A.) Major Requirements

The B.A. degree in Environmental Studies exposes students to the broad range of issues that arise from the interaction of humans with the natural world, and to the tools required to understand and solve environmental problems. Climate change, water pollution, habitat loss, biodiversity decline, acid rain, and endocrine disruption are examples of recent environmental problems which require interdisciplinary thinking that crosses existing disciplinary boundaries. The tools required to address these problems are drawn from fields such as natural resource management, land use planning, cultural, historic, nature preservation, population, cultural and global studies, and ethics. Consequently, Environmental Studies is an interdisciplinary program, taught by faculty from across the University.

The major consists of 46–48 credit hours, with courses drawn from fields such as biology, math, public policy, economics and cultural and historic preservation. These courses are followed by student-directed research leading to a thesis in the senior year. The Environmental Studies major encourages students to address real-world problems through research, internships and field study.

Salve Regina University is uniquely poised to offer the environmental studies major because of our mission to be stewards of the earth, the talents of our faculty, the obvious connection with its beautiful surroundings, its geographic proximity to fresh and saltwater bodies, forests and farmland, and collaborations with local and regional groups, such as the Atlantic Division of the EPA, the R.I. Department of Environmental Management, the Graduate School of Oceanography of the University of Rhode Island, and the Aquidneck Land Trust.

Two Student Learning Outcomes are specific to Environmental Studies majors:

- Acquire a common base of environmental knowledge across the natural sciences, social sciences, and the humanities.
- Identify, act on, and evaluate professional and personal actions with the knowledge and appreciation of interconnections among economic, environmental, and social perspectives.

Students majoring in Environmental Studies complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page 57), 20–28 elective credits, and 47–49 credits of major courses. Students complete ten foundational courses (31 credits) and at least six elective courses (16–18 credits). Students are also required to complete either directed research or an internship.

Required courses (28 credits)

- BIO140: Humans and Their Environment 3 Credits
- BIO140L: Humans and Their Environment Laboratory 1 Credit
- BIO255: Conservation Biology 3 Credits

- CEG222: Research Methods 3 Credits
- CEG390: Current Issues 3 Credits
- CEG450: Capstone 3 Credits
- CHP290: Introduction to Geographic Information Systems 3 Credits
- ECN101: Introductory Macroeconomics 3 Credits
- ENV334: Environmental Justice 3 Credits
- POL345: International Environment and Development 3 Credits

One of the following (3 credits):

- GLO100: Introduction to Global Studies 3 Credits
- SOA110: The Sociological Imagination 3 Credits
- SOA130: Anthropology: Interpreting Cultural Differences 3 Credits

Elective courses (16–18 credits)

Two of the following courses (7–8 Credits)

- BIO260: Marine Biology 4 Credits
- BIO275: Tropical Biology 3 Credits
- BIO310: Ecology 4 Credits
- STA173: Statistical Methods 3 Credits

Two of the following courses (6 credits)

- CHP260: The City as a Work of Art 3 Credits
- ENV350: Natural Resource Management 3 Credits
- RTS332: Care for Creation: Christianity, Ethics and the Environment 3 Credits

One of the following (3–4 credits)

- CEG451: Thesis Cultural, Environmental & Global Studies 3 Credits
- ENV360: Hydroponics Practicum 3 Credits
- BIO390: Environmental Science Internship 3–4 Credits
- ENV397: Environmental Studies Internship 3 Credits
- ENV497: Undergraduate Research 3 Credits

Environmental Studies Minor Requirements

Students completing a minor in Environmental Studies take a minimum of six courses (19–21 credits)

Four credits from the following:

- BIO140: Humans and Their Environment 3 Credits
- BIO140L: Humans and Their Environment Laboratory 1 Credit
- BIO111: General Biology I 4 Credits

Take the following course:

- BIO255: Conservation Biology 3 Credits

Two of the following courses:

- BIO200: Botany 4 Credits
- BIO260: Marine Biology 4 Credits
- BIO273: Flora and Fauna of New Zealand 3 Credits

- BIO275: Tropical Biology 3 Credits
- BIO310: Ecology 4 Credits
- ENV360: Hydroponics Practicum 3 Credits

Two additional courses chosen from the list below:

- ENV334: Environmental Justice 3 Credits
- ENV350: Natural Resource Management 3 Credits
- POL345: International Environment and Development 3 Credits
- RTS332: Care for Creation: Christianity, Ethics and the Environment 3 Credits

Degree Plan for Environmental Studies (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
One of the Following ENV Electives: SOA130: Anthropology: Interpreting Cultural Differences, GLO100: Introduction to Global Studies, <i>or</i> SOA110: The Sociological Imagination (3 credits)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
ECN101: Introductory Macroeconomics (3 credits)		X
BIO140: Humans and Their Environment (3 credits) & BIO140L: Humans and Their Environment Laboratory (1 credit)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
HIS Core (3 credits) (HIS265: Modern Global History Recommended)	X	
ENG Core (3 credits) (ENG205: Contemporary Global Literature Recommended)	X	
Core Course (3 credits)	X	
Elective (3 credits)	X	X
BIO255: Conservation Biology (3 credits)		X
CEG222: Research Methods (3 credits)		X
CHP290: Introduction to Geographic Information Systems (3 credits)		X
Third Year		
BIO260: Marine Biology & Lab, BIO275: Tropical Biology (3 credits), BIO310: Ecology & Lab (4 credits), <i>or</i> STA173: Statistical Methods (3 credits)	X	
CEG390: Current Issues (3 credits)	X	
POL345: International Environment and Development (3 credits)	X	
Core Course (3 credits)	X	
Two of the Following Electives: CHP260: The City as a Work of Art, ENV350: Natural Resource Management, <i>or</i> RTS332: Care for Creation: Christianity, Ethics and the Environment (3 credits) (<i>one each semester</i>)	X	X
ENV334: Environmental Justice (3 credits)		X
BIO260: Marine Biology & Lab, BIO275: Tropical Biology (3 credits), BIO310: Ecology & Lab (4 credits), <i>or</i> STA173: Statistical Methods (3 credits)		X
Elective (3 credits)		X
Elective (3 credits)		X

Fourth Year		
CEG450: Capstone (3 credits)	X	
One of the Following ENV Electives: ENV360: Hydroponics Practicum, ENV397: Environmental Studies Internship, ENV497: Undergraduate Research (3 credits), or BIO390: Environmental Science Internship	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)		X
Art Core (3 credits) (ART202: Sculptural Concepts Recommended)		X

Food Studies Minor Requirements

The Food Studies minor examines the causes and effects of food production systems and patterns of food consumption by incorporating perspectives from a variety of humanities and social science disciplines. Food systems are inherently value-driven and frequently reflect socio-economic inequities that are of concern to the Sisters of Mercy.

Students completing a minor in Food Studies complete a minimum of 18 credits.

Required Courses (6 Credits):

- BIO190: Nutrition 3 Credits
- SOA350: Food Matters 3 Credits

One of the following:

- ENV360: Hydroponics Practicum 3 Credits
- ENV397: Environmental Studies Internship 3 Credits

Three elective course (9 Credits):

- ENG218: Food and Literature 3 Credits
- GLO100: Introduction to Global Studies 3 Credits
- Courses at the level of 200 and above (such as CHP 290, ENV 334), chosen in consultation with the chairperson of the Department of Cultural, Environmental, and Global Studies.

Global Studies (B.A.) Major Requirements

The Global Studies program is an interdisciplinary major that offers capable and motivated students a unique academic program tailored to their creative and career interests. Global Studies recognizes that overcoming the most significant challenges facing the world today - such as climate change, resource scarcity, violent conflict and discrimination - requires the understanding of multiple perspectives and the integration of knowledge. To gain the skills needed to address these challenges, students in the Global Studies program draw on the expertise of faculty in a number of carefully selected fields. These faculty help students develop a coherent and balanced plan for learning.

Our alumni have entered graduate degree programs in urban planning, human rights, and global governance, become interpreters, served overseas in the Peace Corps, and worked in the U.S. Department of State.

In addition to the four departmental Student Learning Outcomes, one Student Learning Outcome is specific to Global Studies majors:

- Read, write, and speak in a language other than English at an intermediate level of proficiency.

The Global Studies program consists of:

- An introduction to globalization and the methods used for discovering solutions to contemporary global problems.
- A four-course concentration that reflects a student's research interests.
- Foreign language training to achieve intermediate proficiency.
- A culminating project in the senior year that proposes solutions to a global problem within a local context. The project delivers a defined outcome with a measurable impact and incorporates leadership, communication, organization, and problem-solving skills. The topic of the senior project relates to the location of a student's study abroad experience.

Global Studies majors participate in at least one semester of a study abroad or other international experience, selected in conjunction with guidance from the Office of International Programs and program faculty. This experience can be used to fulfill course requirements in the major and in the university's general curriculum. Global Studies majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page 51), 27–41 elective credits, and 42 credits of major courses.

Required courses (30 credits)

- CEG222: Research Methods 3 Credits
- CEG390: Current Issues 3 Credits
- CEG450: Capstone 3 Credits
- ECN101: Introductory Macroeconomics 3 Credits
- ENV334: Environmental Justice 3 Credits
- GLO100: Introduction to Global Studies 3 Credits
- POL345: International Environment and Development 3 Credits

One of the following:

- BIO140: Humans and Their Environment 3 Credits
- SOA110: The Sociological Imagination 3 Credits
- SOA130: Anthropology: Interpreting Cultural Differences 3 Credits

Two of the following:

- CEG451: Thesis Cultural, Environmental & Global Studies 3 Credits
- ENG205: Contemporary Global Literature 3 Credits
- HIS265: Modern Global History 3 Credits
- POL240: Comparative Politics 3 Credits

Concentration (12 credits)

Students take at least four courses to form a concentration related to one of the five Mercy critical concerns (immigration, the environment, violence, racism, and gendered injustice) or some other aspect of socioeconomic inequality. Concentrations should be designed by the end of sophomore year and before the semester of study abroad. They are planned in consultation with faculty in the Global Studies program and are approved by the chairperson of the Department of Cultural, Environmental, and Global Studies. Courses taken during study abroad can be used to complete or complement the concentration.

Foreign Language Study

Global Studies majors must be able to read, write, and speak at an intermediate level of proficiency in a language other than English, demonstrated by completion of SPA 206, FRN 241, FRN 242, ITL 206 or an equivalent language course offered as part of a study abroad program or through the Association of Independent Colleges and Universities of Rhode Island (AICU Rhode Island) Language Consortium. During their study abroad programs, Global Studies majors are required to study the native language of their study abroad destinations if the native language is not English. This requirement is waived for native speakers of languages other than English who decide to work on issues related to a region/problem in which they would not need further language study. Courses taken abroad may fulfill the Global Studies language requirement with the approval of the Chair of the Modern Languages department.

Degree Plan for Global Studies (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
Core Course (SOA130: Anthropology: Interpreting Cultural [3 credits] <i>or</i> SOA110: The Sociological Imagination [3 credits] Recommended)	X	
Foreign Language I (3 credits)	X	
ECN101: Introductory Macroeconomics (3 credits)	X	
Core Course (3 credits)	X	
UNV102: University Seminar II (3 credits)		X
Foreign Language II (3 credits)		X
GLO100: Introduction to Global Studies (3 credits)		X
MTH Core (MTH 171: Math in Social Sciences [3 credits] Recommended)		X
Science Core (BIO140: Humans and Their Environment [3 credits] & BIO140L: Humans and Their Environment Lab [1 credit] Recommended)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
HIS Core (HIS265: Modern Global History [3 credits] Recommended)	X	
Elective (3 credits)	X	
Core Course (3 credits)	X	X
ENG Core (ENG205: Contemporary Global Literature [3 credits] Recommended)	X	
Core Course (POL240: Comparative Politics [3 credits] Recommended)		X
CEG222: Research Methods (3 credits)		X
ENV334: Environmental Justice (3 credits)		X
Third Year		
POL345: International Environment and Development (3 credits)	X	
CEG390: Current Issues (3 credits)	X	
GLO Concentration Course (3 credits)	X	
GLO Concentration Course (3 credits)	X	
GLO Concentration Course (3 credits)	X	
Study Abroad- Consult with Office of International Programs in Spring of Year 2		X
		X
		X
		X
		X
Fourth Year		
CEG450: Capstone (3 credits)	X	
Art Core (3 credits) (ART202: Sculptural Concepts Recommended)	X	
Elective workshop (1 credit)	X	X
GLO Concentration Course (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)		X
Elective (3 credits)		X
Elective (3 credits)		X

Global Studies Minor Requirements

Students completing a minor in Global Studies take a minimum of 15 credits.

Required Courses

- GLO100: Introduction to Global Studies 3 Credits

Any three of the following with at least two courses above the 100 level:

- BIO140: Humans and Their Environment 3 Credits
- BIO255: Conservation Biology 3 Credits
- CEG390: Current Issues 3 Credits
- ENG205: Contemporary Global Literature 3 Credits
- ENV334: Environmental Justice 3 Credits
- HIS265: Modern Global History 3 Credits
- POL240: Comparative Politics 3 Credits
- POL345: International Environment and Development 3 Credits
- SOA110: The Sociological Imagination 3 Credits
- SOA130: Anthropology: Interpreting Cultural Differences 3 Credits
- SOA249: Global Health: Society, Medicine, and the Body 3 Credits
- SOA350: Food Matters 3 Credits

At least three credit hours of a study abroad experience.

Sociology and Anthropology (B.A.) Major Requirements

The B.A. degree in Sociology and Anthropology provides students with a robust intellectual platform for employment, civic engagement, and graduate studies. Courses in each of the disciplines of sociology and anthropology use a global, comparative, and multidisciplinary approach to the study of human social organization and cultural practices. Students gain an understanding of how peoples' lives are shaped by markets, ethnicity, race, gender, religion, and other social institutions and processes.

In addition to the four departmental Student Learning Outcomes, two Student Learning Outcomes are specific to Sociology and Anthropology majors:

- Master the concepts, theoretical approaches, and methodological practices of Sociology and Anthropology.
- Evaluate the interrelationships between culturally constructed categories of difference and sociocultural institutions.

Sociology and Anthropology majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [57](#)), 27–38 elective credits, and 42 credits of major courses. The major consists of 30 credits of required courses and 12 credits of electives. The following are the ten required courses:

- SOA110: The Sociological Imagination 3 Credits
- SOA130: Anthropology: Interpreting Cultural Differences 3 Credits
- SOA200: The Social Fabric: Language in Society 3 Credits
- CEG222: Research Methods 3 Credits
- SOA311: Social Theory 3 Credits
- ENV334: Environmental Justice 3 Credits
- SOA335: Global Capital 3 Credits
- CEG390: Current Issues 3 Credits
- CEG450: Capstone 3 Credits

Take one of the following:

- BIO140: Humans and Their Environment 3 Credits
- ECN101: Introductory Macroeconomics 3 Credits
- GLO100: Introduction to Global Studies 3 Credits

Take four courses (12 credits) with at least two courses at the 300 level or above from the following:

- SOA190: Introduction to Archeology 3 Credits
- SOA211: Race and Ethnic Relations 3 Credits
- SOA214: Intimate, Marital and Family Relationships 3 Credits
- SOA217: Myth, Ritual, and Religion 3 Credits
- SOA218: Exploring North American Indian Societies 3 Credits
- SOA219: Popular Culture 3 Credits
- SOA230: Gender and Sexuality: Cross-cultural Perspectives 3 Credits
- SOA249: Global Health: Society, Medicine, and the Body 3 Credits
- SOA260: The Anthropology of Human Rights 3 Credits
- SOA317: Deviant Behavior 3 Credits
- SOA320: "Sex" at "Work" 3 Credits
- SOA350: Food Matters 3 Credits
- SOA390: Field School in Historical Archaeology 3-6 Credits
- SOA399: Special Topics 3 Credits
- SOA420: Gender Violence 3 Credits
- SOA491: Internship 3 Credits
- CEG451: Thesis Cultural, Environmental & Global Studies 3 Credits

Sociology and Anthropology Minor Requirements

In addition to the major, the department offers a combined minor. This minor, consisting of 18 credits, will be especially helpful for students from other disciplines who wish to augment their major field of study with a nuanced understanding of culture.

Required courses:

- SOA311: Social Theory 3 Credits
- SOA335: Global Capital 3 Credits

One of the following courses:

- SOA110: The Sociological Imagination 3 Credits
- SOA130: Anthropology: Interpreting Cultural Differences 3 Credits

Elective courses (9 credits)

Nine credits from SOA at the level of 200 and above, chosen in consultation with the chairperson of the Department of Cultural, Environmental, and Global Studies.

Degree Plan for Sociology and Anthropology (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
SOA110: The Sociological Imagination (3 credits)	X	
SOA130: Anthropology: Interpreting Cultural Differences (3 credits)	X	
Foreign Language I (3 credits)	X	
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
MTH Core (MTH 171: Math in Social Sciences [3 credits] Recommended)		X
Foreign Language II (3 credits)		X
Science Core		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
SOA200: The Social Fabric: Language in Society (3 credits)	X	
HIS Core (HIS265: Modern Global History [3 credits] Recommended)	X	
SOA Elective (3 credits)	X	X
Core Course (3 credits)	X	
CEG222: Research Methods (3 credits)		X
ENG Core (ENG205: Contemporary Global Literature [3 credits] Recommended)		X
One of the Following SOA Electives: BIO140: Humans and Their Environment (3 credits), ECN101: Introductory Macroeconomics (3 credits) or GLO100: Introduction to Global Studies (3 credits)		X
Third Year		
SOA311: Social Theory (3 credits)	X	
CEG390: Current Issues (3 credits)	X	
SOA Elective (3 credits)	X	X
Elective (3 credits)	X	
Elective (3 credits)	X	X
SOA335: Global Capital (3 credits)		X
ENV334: Environmental Justice (3 credits)		X
Core Course/Elective (POL240: Comparative Politics [3 credits] Recommended for Social Science Core)		X
Fourth Year		
CEG450: Capstone (3 credits)	X	
Course Course/Elective (POL345: International Environment and Development [3 credits] Recommended)	X	
Art Core (ART202: Sculptural Concepts [3 credits] Recommended)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)		X
Elective (3 credits)		X
Elective (3 credits)		X

Women, Gender and Sexuality Studies Minor Requirements

Coordinator: Dr. Donna Harrington-Lueker, Ph.D.

The Women, Gender, and Sexuality Studies program is an interdisciplinary minor that approaches the human experience by considering the impact of gender and sexualities. The minor (18 credits) examines the intersection of complex relations among gender, sexualities, power, race, class, ethnicity, identity, and other cultural forms of difference. This individually tailored program allows students to explore service-learning opportunities and to examine how issues of gender and sexualities apply to their fields of study, including nursing, business, art, education, politics, social work, etc. Within their practical fields of study, students discover the broader issues of social justice, the mission of the University, and the dignity of the individual.

In addition to the four departmental Student Learning Outcomes, three Student Learning Outcome are specific to the minor:

- Acquire an understanding of foundational theoretical texts and their significance in the study of women, gender, and sexualities.
- Develop a personal understanding of the complexities of issues of gender, sexualities, power, race, class, ethnicity, and identity across disciplines.
- Participate in community-based experiences that raise social consciousness.

Required Courses

- WGS200: Theory and Practice in Women, Gender, and Sexuality Studies 3 Credits

Elective Courses

The elective courses must be selected from the list of approved classes. Students must take elective classes in at least two different disciplines.

Approved List of Elective Courses (15 credits)

- ADJ250: Women and Crime 3 Credits
- ART322: Gender and Sexuality in Art 3 Credits
- BIO284: Hormones and Behavior 3 Credits
- ENG348: Women Filmmakers 3 Credits
- ENG368: Media and Gender 3 Credits
- ENV334: Environmental Justice 3 Credits
- PSY255: Psychology of Prejudice 3 Credits
- RTS338: Sexual Ethics 3 Credits
- RTS375: Good Girls, Bad Girls: Women of the Bible 3 Credits
- SOA230: Gender and Sexuality: Cross-cultural Perspectives 3 Credits
- SOA320: "Sex" at "Work" 3 Credits
- SOA420: Gender Violence 3 Credits
- SWK120: Social Problems: Analysis by Race, Class and Gender 3 Credits

Education

Department Chair: Jennifer Booth, Ed.D

Coordinators:

Early Childhood: Pamela O'Day, Ph.D.

Elementary Education: Elizabeth McAuliffe, SRM, Ed.D.

Secondary Education: Tracy Pelkowski, Ph. D.

Music Education: Donald St. Jean, DMA

Salve Regina University offers programs that prepare teacher education candidates to apply for certification as teachers in the state of Rhode Island in the major areas of Early Childhood Education, Elementary Education, Special Education, Music Education, World Languages, and Secondary Education in Biology, Chemistry, English, History, and Mathematics. Minors are available in Special Education and Secondary Education.

Consistent with the University mission, the education programs at Salve Regina are marked by a commitment to service. Active participation in the life of children and schools is a hallmark of all programs. Teacher Education was one of the inaugural programs when Salve opened in 1947. In 1951, when the first teacher education candidates were ready to work in area schools, a partnership was initiated with the Newport schools. Since that time, additional partnerships have formed to support Salve's teacher education candidates.

The Education faculty has designed its programs with four major components: a general, liberal, and humanistic education; a content-oriented curriculum in the academic disciplines to be taught; a comprehensive study of pedagogy, including foundational studies and specialized pedagogical knowledge, and a program of expanding field experience that culminates in student teaching. All programs are aligned to the R.I. Professional Teacher Standards, which are based on the national Interstate Teacher Assessment and Support Consortium (INTASC) standards, and appropriate content standards.

Certification and Accreditation

Eligibility for application for Rhode Island teacher certification is dependent on two criteria: the successful completion of programs and the completion of required state testing. The education programs at Salve Regina are approved by the State of Rhode Island Department of Education. Rhode Island is a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC), and through NASDTEC's Interstate Agreement, Salve Regina University graduates can submit their R.I. teaching credentials to 45 states, Washington D.C., Puerto Rico, and Guam. Graduates must keep in mind that while the submission of the R.I. teaching credentials is generally seamless due to the Interstate Agreement, individual states do retain the right to have additional requirements, usually in the form of a state-specific teacher exam. Graduates should always check with a state's Department of Education to get the most recent changes to certification requirements prior to applying.

Because a teacher is entrusted with the education and care of young students, personal behavior may impact one's ability to obtain licensure and/or employment. This includes obtaining licensure to student teach in the state of RI. We value responsible behavior, and work with candidates to enhance their reflective skills and personal responsibility.

Teacher education candidates are responsible for knowing the updated curriculum, guidelines, and meeting the requirements as clarified and promulgated through the Assessment Handbook and the Student Teaching Handbook, both of which are available on the Education Department website. Changes in state requirements for teacher certification may necessitate program changes that supersede the programs as described in this catalog.

Admissions

Although students may be accepted into Salve Regina University as education majors, this is a provisional acceptance into the education department. Students applying to the education program must meet or exceed scores on SAT, ACT, or Praxis Core in order to gain full acceptance into the program. This is a requirement set by the Rhode Island Department of Education for all education programs in the state and the minimum scores are determined annually. Students must formally apply to the education department, usually during the second semester of their sophomore year. To gain formal admission to the department, students must have a 2.75 overall grade point average, earned a "C" or better in all education courses, successfully meet the Readiness for Admission Criteria, and provide a packet of evidences required for admission into the department (see Assessment Handbook). Once formally admitted to the education department, teacher education candidates must continue to maintain a 2.75

GPA, earn "C" or better in all education courses, meet the specific requirements for Completion of Methods(C) and Prior to Licensure(P) assessment points (see Assessment Handbook).

Transfer students must meet the same formal admission requirements as students who enter Salve Regina in their freshman year. This means that grades for all courses completed at prior institutions count toward a transfer student's overall GPA in calculating the 2.75 admission requirement.

Title II

The University reports educational statistics in accordance with the provisions of Title II of the Higher Education Act (P170) of 1988. Timely and accurate data regarding the Institutional Report Card on the Quality of Teacher Preparation, including program pass rates and program information may be obtained at: www.ride.ri.gov. Salve Regina University's Teacher Education programs are currently approved by the State of Rhode Island Department of Education, Office of Educator Quality and Certification.

Early Childhood Education (B.S.) Major Requirements

This major is designed to ready candidates to apply for R.I. teacher certification in grades pre-kindergarten-2. Early Childhood majors may minor in Special Education. Early Childhood Education majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 0–3 elective credits, and 74 credits of major courses.

All majors in Early Childhood Education are required to complete the following 24 courses.

- ELC100: Introduction to Early Childhood Education 3 Credits
- ELC220: Child Growth and Development, Learning and Teaching: Theories and Application 4 Credits
- ELC298: Tutoring and Mentoring in a Multicultural Society I 1 Credit
- ELC299: Tutoring and Mentoring in a Multicultural Society II 1 Credit
- ELC300: Methods Portfolio 1 Credit
- ELC304: Nutrition/Health 1 Credit
- ELC310: Language and Literacy 6 Credits
- ELC311: Early Childhood Methods and Curriculum 6 Credits
- ELC314: Authentic Assessment 3 Credits
- ELC330: Practicum in Early Childhood 3 Credits
- ELC350: Parents/Teachers/Community 1 Credit
- ELC431: Student Teaching at the Early Childhood Level 12 Credits
- ELC432: Student Teaching Seminar Capstone 1 Credit
- ELC490: Senior Seminar 3 Credits
- ELC480: Senior Partnership 3 Credits

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

- EDC206: Phonics 1 Credit
- EDC243: Children's Literature 3 Credits
- SED211: Introduction to the Characteristics of Students with Exceptionalities 3 Credits
- SED225: Language Development and Communication Problems of Children 3 Credits
- SED232: Principles and Procedures for Behavior and Classroom Management 3 Credits
- SED370: Working with Young Children with Language and Literacy Challenges 3 Credits
- SED380: Strategies for Young Children with Diverse Learning Needs 3 Credits
- SED397: American Sign Language I 3 Credits
- SED398: American Sign Language II 3 Credits

Degree Plan for Early Childhood Education (B.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ELC100: Introduction to Early Childhood Education (3 credits)	X	
SED397: American Sign Language I (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
SED398: American Sign Language II (3 credits)		X
Core Course (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
ELC220: Child Growth and Development, Learning and Teaching: Theories and Application (4 credits)	X	
ELC298: Tutoring and Mentoring in a Multicultural Society I (1 credit)	X	
EDC206: Phonics (1 credits)	X	
SED211: Introduction to the Characteristics of Students with Exceptionalities (3 credits) <i>or</i> EDC243: Children's Literature (3 credits) (<i>one each semester</i>)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
SED225: Language Development and Communication Problems of Children (3 Credits)		X
ELC299: Tutoring and Mentoring in a Multicultural Society II (1 credit)		X
*Praxis testing required for certification passed prior to the end of term		
Third Year		
ELC304: Nutrition/Health (1 credit)	X	
ELC310: Language and Literacy (6 credits)	X	
SED232: Principles and Procedures for Behavior and Classroom Management (3 credits)	X	
SED370: Working with Young Children with Lang. and Literacy Chall. (3 credits)	X	
Core Course (3 credits)	X	
ELC311: Early Childhood Methods and Curriculum (6 credits)		X
ELC314: Authentic Assessment (3 credits)		X
ELC300: Methods Portfolio (1 credits)		X
ELC330: Practicum in Early Childhood (3 credits)		X
SED380: Strategies for Young Children with Diverse Learning Needs (3 credits)		X
ELC350: Parents/Teachers/Community (1 credits)		X
Fourth Year		
ELC431: Student Teaching at the Early Childhood Level (12 credits)	X	
ELC432: Student Teaching Seminar Capstone (1 credit)	X	
ELC480: Senior Partnership (3 or 6 credits)		X
ELC490: Senior Seminar (3 credits)		X
Elective (3 credits)		X
Elective (3 credits)		X

Elementary Education (B.S.) Major Requirements

This major is designed to ready candidates to apply for R.I. teacher certification in grades 1-6. Elementary Education majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 18–20 elective credits, and 51 credits of major courses.

All majors in Elementary Education are required to complete the following 15 courses:

- EDC120: Introduction to Race and Inequity in American Education 3 Credits
- EDC190: Teaching Physical Education and Health 1 Credit
- EDC206: Phonics 1 Credit
- EDC220: Child and Adolescent Development, Learning, and Teaching: Theories and Applications 4 Credits
- EDC243: Children's Literature 3 Credits
- EDC298: Tutoring and Mentoring in a Multicultural Society I 1 Credit
- EDC299: Tutoring and Mentoring in a Multicultural Society II 1 Credit
- EDC305: Teaching Social Studies in Elementary School 3 Credits
- EDC320: Teaching Literacy and Language 6 Credits
- EDC323: Teaching Mathematics and Science in the Elementary School 6 Credits
- EDC354: Strategies for Teaching English Learners 3 Credits
- EDC431: Student Teaching 12 Credits
- EDC432: Student Teaching Seminar Capstone 1 Credit
- SED211: Introduction to the Characteristics of Students with Exceptionalities 3 Credits
- SED232: Principles and Procedures for Behavior and Classroom Management 3 Credits

Elementary Education and Special Education (B.S.) Major Requirements

A Special Education major must double major in Elementary Education. A student cannot, therefore, major only in Special Education. Also, a student cannot be an Early Childhood and Special Education double major or a Secondary Education and Special Education double major.

The Special Education major is one of the components of the program designed to ready candidates to apply for R.I. teacher certification in grades 1-6 mild/moderate special needs. Elementary Education and Special Education majors complete 49–51 credits of core courses (see page [51](#)) and 84 credits of major courses to earn a bachelor's degree.

In addition to completing the course work for the Elementary Education major, all Special Education majors complete the following nine courses:

- SED211: Introduction to the Characteristics of Students with Exceptionalities 3 Credits
- SED225: Language Development and Communication Problems of Children 3 Credits
- SED232: Principles and Procedures for Behavior and Classroom Management 3 Credits
- SED305: Intensive Intervention: Curriculum, Methodology, and Assessment for Students with Mild/Moderate Disabilities 3 Credits
- SED310: Special Education in the Inclusive Classroom: Curriculum, Methodology, and Assessment for Students with Mild/Moderate Disabilities II 3 Credits
- SED331: Assessment Procedures for Children with Disabilities 3 Credits
- SED350: Collaboration: Home, School, and Community 3 Credits
- SED411: Student Teaching in Special Education 12 Credits
- SED432: Student Teaching Seminar Capstone 1 Credit

Degree Plan for Elementary Education (B.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
EDC120: Intro. to Race and Inequity in American Education (3 credits) <i>or</i> Core Course (3 credits) <i>(one each semester)</i>	X	X
Core Course (3 credits)	X	X
EDC190: Teaching Physical Education and Health (1 credit)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)		X
UNV102: University Seminar II (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) <i>(one each semester)</i>	X	X
EDC206: Phonics (1 credit)	X	
EDC243: Children's Literature 3 credit(s) <i>or</i> EDC220: Child and Adolescent Development, Learning, and Teaching: Theories and Applications (4 credits) <i>(one each semester)</i>	X	X
EDC298: Tutoring and Mentoring in a Multicultural Society I (1 credit)	X	
SED211: Intro. to the Char. of Students with Exceptionalities (3 credits) <i>or</i> SED232: Prin. and Proc. for Behavior and Classroom Management (3 credits) <i>(one each semester)</i>	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	
EDC354: Strategies for Teaching English Learners (3 credits)		X
EDC299: Tutoring and Mentoring in a Multicultural Society II (1 credit)		X
*PLT Praxis, Spec Ed Praxis & Elem Multiple Subjects testing passed prior to the end of term		
Third Year		
EDC320: Teaching Literacy and Language (6 credits) <i>or</i> EDC323: Teaching Math and Science in the Elementary School (6 credits) <i>(one each semester)</i>	X	X
EDC305: Teaching Social Studies in Elementary School (3 credits)	X	
Core Course (3 credits)	X	
Elective Course (3 credits)	X	X
Elective Course (3 credits)		X
Elective Course (3 credits)		X
Fourth Year		
EDC431: Student Teaching Seminar Capstone (12 credits) & EDC432: Student Teaching Seminar Capstone (1 credit) <i>or</i> 15 credits of Electives <i>Fall or Spring (one each semester)</i>	X	X

Degree Plan for Elementary & Special Education (B.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
EDC120: Intro. to Race and Inequity in American Education (3 credits) <i>or</i> Core Course (3 credits) <i>(one each semester)</i>	X	X
EDC190: Teaching Physical Education and Health (1 credit)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)		X
UNV102: University Seminar II (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) <i>(one each semester)</i>	X	X
EDC298: Tutoring and Mentoring in a Multicultural Society I (1 credit) <i>or</i> EDC206: Phonics (1 credit) <i>(one each semester)</i>	X	X
EDC243: Children's Literature 3 credit(s) <i>or</i> EDC220: Child and Adolescent Development, Learning, and Teaching: Theories and Applications (4 credits) <i>(one each semester)</i>	X	X
SED211: Intro. to the Char. of Students with Exceptionalities (3 credits) <i>or</i> SED232: Prin. and Proc. for Behavior and Classroom Management (3 credits) <i>(one each semester)</i>	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	
EDC203: Technologies for Instruction and Assessment (1 credit)		X
EDC299: Tutoring and Mentoring in a Multicultural Society II (1 credit)		X
SED225: Lang. Devlpmnt. and Communication Prob. of Children (3 credits)		X
*PLT Praxis, Spec Ed Praxis & Elem Multiple Subjects testing passed prior to the end of term		
Third Year		
EDC320: Teaching Literacy and Language (6 credits) <i>or</i> EDC323: Teaching Math and Science in the Elementary School (6 credits) <i>(one each semester)</i>	X	X
EDC305: Teaching Social Studies in Elementary School (3 credits) <i>or</i> EDC203 Technologies for Instruction (3 credits) <i>(one each semester)</i>	X	X
SED305: Intensive Intervention: Curriculum, Methodology, and Assessment for Students with Mild/Moderate Disabilities (3 credits) <i>or</i> SED310: Special Education in the Inclusive Classroom: Curriculum, Methodology, and Assessment for Students with Mild/Moderate Disabilities II 3 credit(s) <i>(one each semester)</i>	X	X
SED331: Assessment Procedures for Children with Disabilities (3 credits) <i>or</i> SED350: Collaboration: Home, School, and Community (3 credits) <i>(one each semester)</i>	X	X
Core Course (3 credits)	X	

Fourth Year		
EDC431: Student Teaching Seminar Capstone (12 credits) & EDC432: Student Teaching Seminar Capstone (1 credit) <i>or</i> SED411: Student Teaching in Special Education (12 credits) & SED432: Student Teaching Seminar Capstone (1 credit) (one teaching and capstone pair each semester)	X	X

Music Education (B.A.S.) Major Requirements

The major in Music education is intended to prepare students to apply for Rhode Island teacher certification in grades PK-12. Students must audition to be accepted into the department and fulfill requirements for acceptance into the Music Education major.

Music Education majors must complete the required credits in the university core (see page [51](#)) and 86 credits in their major to earn a bachelor's degree. Students are required to complete the following courses:

- MSC130: Vocal Methods 1 Credit
- MSC133: Woodwind Methods 1 Credit
- MSC134: String Methods 1 Credit
- MSC135: Brass Methods 1 Credit
- MSC136: Percussion Methods 1 Credit
- MSC211: Theory I 3 Credits
- MSC212: Theory II 3 Credits
- MSC220: History of Music through 1750 3 Credits
- MSC221: Bach to Rock: Music from 1750 to the Present 3 Credits
- MSC242: Elementary Methods 2 Credits
- MSC243: Instrumental Methods 2 Credits
- MSC244: Choral Methods 2 Credits
- MSC300: Theory III 3 Credits
- MSC301: Analysis 3 Credits
- MSC405: Conducting 3 Credits
- MSI - Individual lessons on major instrument or voice 8 Credits (including at least 4 semesters at the 200-level or above)
- MSC432: Student Teaching Seminar 1 Credit
- MSC440: Practicum in Secondary Education 3 Credits
- MSC441: Secondary Student Teaching 12 Credits
- MSC400: Major Recital 0 Credit
- MSC490: Capstone: Music and the Human Experience 3 Credits
- SCD220: Adolescent Development and Theories of Learning 4 Credits
- SCD212: Teaching Reading in the Content Area 3 Credits
- SED211: Introduction to the Characteristics of Students with Exceptionalities 3 Credits
- EDC120: Introduction to Race and Inequity in American Education 3 Credits

Ensembles:

Music Education majors are required to participate in at least one of the following performing ensemble for 0 to 1 credit each semester. At least 6 MSP credits are necessary to fulfill degree requirements.

- MSP153: University Chorus (0-1 Credit)
- MSP243: Symphonic Band (0-1 Credit)
- MSP249: Orchestra (0-1 Credit)

**Music Education majors must also have at least two semesters in MSP153, MSP243 or MSP249 in an area that is not associated with their primary instrument of study.*

One of the following pairs of courses:

- EDC298: Tutoring and Mentoring in a Multicultural Society I 1 Credit
- EDC299: Tutoring and Mentoring in a Multicultural Society II 1 Credit
- SCD298: Secondary Field Experience in a Multicultural Society I 1 Credit
- SCD299: Tutoring and Mentoring in a Multicultural Society II 1 Credit

Additional Requirement:

In addition, students will be required to pass comprehensive examinations in music history and theory, and proficiency exams in ear training, piano and guitar prior to student teaching.

Music Education Methods Courses

These courses are designed to provide students studying for the teaching profession with an understanding and functional level of playing instruments as well as a study of voice. Observation and practice of pedagogical methods in K-12 schools are integral to the instrumental/vocal methods curriculum.

- MSC130: Vocal Methods 1 Credit
- MSC133: Woodwind Methods 1 Credit
- MSC134: String Methods 1 Credit
- MSC135: Brass Methods 1 Credit
- MSC136: Percussion Methods 1 Credit
- MSC242: Elementary Methods 2 Credits
- MSC243: Instrumental Methods 2 Credits
- MSC244: Choral Methods 2 Credits

The Degree Plan for Music Education is on page 211.

Secondary Education (B.A.S.) Major Requirements

All students majoring in Secondary Education must also major in one of the following areas: Biology and Secondary Education (B.A.S.), Chemistry and Secondary Education (B.A.S.), Literature/Secondary Education (B.A.S.), World Languages Education - French (B.A.S.), History and Secondary Education (B.A.S.), Mathematics and Secondary Education (B.A.S.) or World Languages Education - Spanish (B.A.S.). Students should consult the University catalog information pertinent to the above majors for more information regarding specific course requirements in the appropriate area of study.

This major is one of the components of the program designed to ready candidates to apply for R.I. teacher certification for grades 7-12 for Biology, Chemistry, English, History, and Mathematics. Spanish and French certification is for grades K-12.

It is recommended that Biology majors seek certification in General Science which requires two physics courses (including a calculus prerequisite) and two chemistry courses.

All majors in Secondary Education must complete the following education courses (43 credits):

- EDC120: Introduction to Race and Inequity in American Education 3 Credits
- EDC220: Child and Adolescent Development, Learning, and Teaching: Theories and Applications 4 Credits
- SCD212: Teaching Reading in the Content Area 3 Credits
- SCD298: Secondary Field Experience in a Multicultural Society I 1 Credit
- SCD299: Tutoring and Mentoring in a Multicultural Society II 1 Credit

- SCD310: Strategies for Teaching Secondary English Learners 1 Credit
- SCD320: Curriculum, Instruction and Assessment in the Secondary School I 3 Credits
- SCD321: Practicum I for Curriculum, Instruction and Assessment in the Secondary School I 1 Credit
- SCD322: Practicum II for Curriculum, Instruction and Assessment in Secondary School II 1 Credit
- SCD323: Curriculum Instruction and Assessment in the Secondary School II 3 Credits
- SCD410: Classroom Management 3 Credits
- SCD432: Student Teaching Seminar Capstone 1 Credit
- SCD440: Practicum in Secondary Education 3 Credits
- SCD441: Secondary Student Teaching 12 Credits
- SED211: Introduction to the Characteristics of Students with Exceptionalities 3 Credits

Study Abroad

Education majors are encouraged to explore the Study Abroad Program. Interested students should contact their academic advisors to discuss this option.

Secondary Education Minor Requirements

Students completing a minor in Secondary Education must complete six courses (18 credits), including the required course listing below plus an additional 5 credits of Secondary Education or related area electives.

Required courses:

- EDC120: Introduction to Race and Inequity in American Education 3 Credits
- SCD220: Adolescent Development and Theories of Learning 4 Credits
- SCD212: Teaching Reading in the Content Area 3 Credits
- SED211: Introduction to the Characteristics of Students with Exceptionalities 3 Credits

Additional five credits:

Students take an addition five credits in secondary education or a related area, chosen in consultation with the program coordinator.

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

Special Education Minor Requirements

Three minors are available in Special Education, all of which are 18 credits. A minor in Special Education does not meet the requirements for Special Education teacher certification.

Early Childhood Majors may minor in Special Education (18 credits):

- SED211: Introduction to the Characteristics of Students with Exceptionalities 3 Credits
- SED225: Language Development and Communication Problems of Children 3 Credits
- SED370: Working with Young Children with Language and Literacy Challenges 3 Credits
- SED380: Strategies for Young Children with Diverse Learning Needs 3 Credits
- Two Special Education elective courses (6 credits)

Elementary Education Majors may minor in Special Education (18 credits):

- SED211: Introduction to the Characteristics of Students with Exceptionalities 3 Credits
- SED225: Language Development and Communication Problems of Children 3 Credits
- SED232: Principles and Procedures for Behavior and Classroom Management 3 Credits
- SED350: Collaboration: Home, School, and Community 3 Credits
- Two Special Education elective courses (6 credits)

Non-Education Majors may minor in Special Education (18 credits):

- SED211: Introduction to the Characteristics of Students with Exceptionalities 3 Credits
- SED225: Language Development and Communication Problems of Children 3 Credits
- SED350: Collaboration: Home, School, and Community 3 Credits
- Two Special Education elective courses and one course approved by the Elementary/Special Education Coordinator (9 credits)

Secondary Education Majors may minor in Special Education (18 credits):

- SED211: Introduction to the Characteristics of Students with Exceptionalities 3 Credits
- SED225: Language Development and Communication Problems of Children 3 Credits
- SED232: Principles and Procedures for Behavior and Classroom Management 3 Credits
- SED350: Collaboration: Home, School, and Community 3 Credits
- Two Special Education courses (6 credits)

Engineering (3+2 Dual Degree)

Faculty Liaison: Elizabeth Fitzgibbon, Ph.D.

Salve Regina University partners with Washington University in St. Louis to offer a dual-degree program in engineering. Our partnership combines a solid liberal arts degree with a strong engineering program, providing a robust education that prepares students for graduate school and a multitude of career pathways.

While at Salve, students take core curriculum courses and major in chemistry or mathematics. At Washington University, they study biomedical, chemical, electrical, mechanical, or systems engineering and take a capstone course. Students complete three years of study at Salve Regina followed by two years at Washington University's McKelvey School of Engineering. Students who successfully complete both programs earn a B.A. in either Chemistry or Mathematics from Salve Regina and a B.S. in one of five engineering concentrations from Washington University. In addition to the 3+2 program, successful students may complete a sixth year at Washington University. This 3+3 option leads to a master's degree in one of 13 engineering concentrations and guarantees partial funding during the three years of enrollment at Washington University.

To be eligible for Washington University's engineering program, students must maintain a 3.25 GPA overall and a 3.25 GPA for all mathematics and science courses, with no grade below C- in any mathematics or science course. Students must also have the written recommendation of the faculty liaison at Salve Regina.

Details of the engineering requirements can be found at: <https://engineering.wustl.edu/prospective-students/dual-degree>.

Chemistry (B.A.) leading to Chemical or Biomedical Engineering (B.S.)

Students majoring in chemistry complete a minimum of 120 credits to earn a bachelor's degree. While enrolled at Salve Regina University, students complete a minimum of 40 credits of core courses (see page 57) and 51 credits of major courses. The remaining 29 credits are completed after transfer to Washington University. Before conferral of the B.A. in Chemistry from Salve Regina University, the student must request that Washington University forward transcripts to verify completion of all required coursework.

Courses required of all chemistry majors (51 credits):

- CHM113: General Chemistry I 4 Credit(s)
- CHM114: General Chemistry II 4 Credits(s)
- CHM205: Organic Chemistry I 4 Credits(s)
- CHM206: Organic Chemistry II 4 Credits(s)
- CHM301: Analytical Chemistry 4 Credits(s)
- CHM305: Physical Chemistry I 4 Credits(s)
- CHM310: Environmental Chemistry 4 Credits(s)
- CHM408: Inorganic Chemistry 4 Credit(s)
- CHM410: Topics in Chemistry and Research: Capstone 3 Credit(s)
- PHY205: Principles of Physics I 4 Credit(s)
- PHY206: Principles of Physics II 4 Credit(s)
- MTH195: Calculus I 4 Credit(s)
- MTH196: Calculus II 4 Credit(s)

Modified core curriculum required of all dual-degree students (40 credits):

- FYT100: First Year Transitions 1 Credit(s)
- UNV101: University Seminar I 3 Credit(s)
- UNV102: University Seminar II 3 Credit(s)
- PHL225: Quest for the Good Life 3 Credit(s)
- RTS225: Quest for the Ultimate 3 Credit(s)
- Nine additional core courses, including 6 themed courses in 4 themes

- Capstone course may be completed at Washington University

Depending on the choice of engineering degree, students should also consider taking:

- BIO111: General Biology I 4 Credit(s)
- MTH203: Calculus III 4 Credit(s)
- MTH213: Differential Equations 3 Credit(s)

Mathematics (B.A.) leading to Electrical, Mechanical, or Systems Science and Engineering (B.S.)

Students majoring in mathematics complete a minimum of 120 credits to earn a bachelor's degree. While enrolled at Salve Regina University, students complete a minimum of 40 credits of core courses (see page [51](#)), 41 credits of major courses, and up to 12 credits of elective courses. The remaining 27 credits are completed after transfer to Washington University. Before conferral of the B.A. in Mathematics from Salve Regina University, the student must request that Washington University forward transcripts to verify completion of all required coursework.

Courses required of all mathematics majors (32 credits):

- MTH173: Discrete Mathematics 3 Credit(s)
- MTH195: Calculus I 4 Credit(s)
- MTH196: Calculus II 4 Credit(s)
- MTH203: Calculus III 4 Credit(s)
- MTH211: Linear Algebra 3 Credit(s)
- MTH213: Differential Equations 3 Credit(s)
- CSC103: Computer Programming I 3 Credit(s)
- PHY205: Principles of Physics I 4 Credit(s)
- PHY206: Principles of Physics II 4 Credit(s)

Courses required for mathematics majors entering in an EVEN calendar year (9 credits):

- MTH315: Geometry 3 Credit(s)
- MTH411: Analysis I 3 Credit(s)
- MTH412: Analysis II 3 Credit(s)

Courses required for mathematics majors entering in an ODD calendar year (9 credits):

- MTH421: Abstract Algebra 3 Credit(s)
- MTH341: Statistical Theory I 3 Credit(s)
- MTH342: Statistical Theory II 3 Credit(s)

Modified core curriculum required of all dual-degree students (40 credits):

- FYT100: First Year Transitions 1 Credit(s)
- UNV101: University Seminar I 3 Credit(s)
- UNV102: University Seminar II 3 Credit(s)
- PHL225: Quest for the Good Life 3 Credit(s)
- RTS225: Quest for the Ultimate 3 Credit(s)
- Nine additional core courses, including 6 themed courses in 4 themes
- Capstone course may be completed at Washington University

Depending on the choice of engineering degree, students should also consider taking:

- CHM113: General Chemistry I 4 Credit(s)

**Degree Plan for Chemistry (B.A.) 3+2 Pre-Engineering leading to
BS in Chemical Engineering or BS in Biomedical Engineering
at Washington University (WU)**

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
CHM113: General Chemistry I & Lab (4 credits)	X	
MTH195: Calculus I (4 credits)	X	
Foreign Language (one course each semester) (3 credits)	X	X
Art Core Course (3 credits)	X	
UNV102: University Seminar II (3 credits)		X
CHM114: General Chemistry II & Lab (4 credits)		X
MTH196: Calculus II (4 credits)		X
History Core Course (3 credits)		X
Second Year		
PHY205: Principles of Physics I & Lab (4 credits)	X	
MTH203: Calculus III (3 credits)	X	
CHM205: Organic Chemistry I & Lab (4 credits)	X	
CHM301: Analytical Chemistry (4 credits)	X	
PHY206: Principles of Physics II & Lab (4 credits)		X
CHM206: Organic Chemistry II & Lab (4 credits)		X
CSC203: Introduction to Scientific Programming (3 credits)		X
CHM408: Inorganic Chemistry (4 credits)		X
Third Year		
CHM305: Physical Chemistry I (3 credits)	X	
MTH211: Linear Algebra (3 credits)	X	
BIO111: General Biology I (4 credits)	X	
RTS225: Quest for the Ultimate (3 credits)	X	
PHL225: Quest for the Good Life (3 credits)	X	
CHM310: Environmental Chemistry (4 credits)		X
MTH213: Differential Equations (3 credits)		X
BIO112: General Biology II (4 credits)		X
Religion Core Course (3 credits)		X
Philosophy Core Course (3 credits)		X
Fourth and Fifth Year at Washington University		

- Minimum of 120 credits required for undergraduate degree conferral.
- Chemistry (B.A.) 3+2 Pre-Engineering students earn 100 credits at Salve.
- CHM-301 Analytical chemistry is offered in Odd year fall semesters, CHM-408 Inorganic Chemistry & CHM-309 Instrumental Analysis are offered in even year spring semesters
- CHM-305 Physical Chemistry I is offered in even year fall semester, CHM-310 Environmental Chemistry II is offered in odd year spring semesters
- NB: Chemical Engineering track require BIO 112 General Biology II only while the Biomedical Engineering track require a one year sequence of biology, BIO 111 Gen Bio I and BIO 112 Gen Bio II

Degree Plan for Mathematics (B.A.)
3+2 Engineering Track (Starting in an even year)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
MTH195: Calculus I (4 Credits)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 Credits)	X	X
UNV102: University Seminar II (3 credits)		X
MTH196: Calculus II (4 Credits)		X
MTH173: Discrete Mathematics (3 Credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
MTH203: Calculus III (4 Credits)	X	
MTH211: Linear Algebra (3 Credits)	X	
Core Course (3 Credits)	X	X
Core Course (3 Credits)	X	X
MTH213: Differential Equations (3 Credits)		X
CSC203: Introduction to Scientific Programming (3 credits)		X
Third Year		
MTH315: Geometry (3 Credits)	X	
MTH411: Analysis I (3 Credits)	X	
PHY205: Principles of Physics I (4 Credits)	X	
Core Course (3 Credits)	X	X
Core Course or Elective (3 Credits)	X	X
MTH412: (3 Credits)		X
PHY206: Principles of Physics II (4 Credits)		X
Core Course or Elective (3 Credits)		X

English, Communications and Media

Department Chair: D. Matthew Ramsey, Ph.D.

Our world revolves around storytelling. The thread connecting all of our majors is the exploration of how language and narrative work. Through the study of literature, creative writing, media and communications, students in the Department of English, Communications and Media refine and develop an understanding of human nature and of the enduring values that have shaped western civilization and our global, multicultural society. They also pursue one of the most versatile degrees students can choose today.

An English degree fosters the creative, critical, and analytical skills needed for graduate study and for a variety of rewarding careers in fields such as law, publishing, media, education, business, marketing, social media, and government. Many of our majors also pursue careers in nonprofit groups and international-aid organizations.

English Majors

Students may choose a major in Literature, Communications, Literature/ Secondary Education, or Creative Writing and Publishing. Minors in Literature, Communications, Creative Writing, and Film are also available.

The Literature major offers students the opportunity to engage with the principles of literary theory and criticism; to improve written and oral skills; and to investigate the major genres and periods of American, British, and World literature. Majors are able to apply the results of this progressive experience in upper-division courses that demand analytical skills and refined research techniques. Students interested in teaching English at the high school level pursue the same course of study as Literature students but major in Secondary Education as well.

The Creative Writing and Publishing major offers students the opportunity to combine their own creative work in poetry, fiction, and literary nonfiction with an understanding of the world of print and digital publishing that brings such works to the public. This program is designed to address all aspects of this multifaceted discipline, and to find in our students future poets, playwrights, speechwriters, copywriters, educators, and publishers.

The Communications major offers students a selection of courses designed to develop skills in media writing and reporting as well as in editing and research. The program provides a strong foundation for students who plan careers in newspapers and magazines, public relations, social media, book publishing, and related fields. To develop the skills needed to succeed in the fast-paced media world, including skills in social media and multimedia storytelling, the program provides both real-world experiential learning and a more theoretical study of the media industries and media literacy.

To graduate with a major in English, students must take a total of 13 courses with at least 7 courses (21 credits) taken while enrolled in English at Salve Regina University, and achieve an average GPA in these courses of 2.3 (C+).

Communications (B.A.) Major Requirements

English Communications majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 30–32 elective credits, and 39 credits (13 courses) in their major.

Foundation Courses (15 credits):

- ENG195: Media and Culture 3 Credits
- ENG271: Introduction to Media Writing 3 Credits
- ENG273: Multimedia Storytelling 3 Credits
- ENG489: Critical Writing and Research 3 Credits
- ENG490: Senior Seminar Capstone 3 Credits

Required Courses (12 credits):

- ENG357: Editing and Publishing 3 Credits
- ENG358: Global Media 3 Credits

- ENG371: Feature Writing 3 Credits
- ENG491: Internship 3 Credits

Four Electives, at least two at the 300-level or above (12 credits)

- ENG208: Digital Cinematography: Narrative Film Production 3 Credits
- ENG238: Podcasting 3 Credits
- ENG241: Film and Literature 3 Credits
- ENG245: Book Publishing in the United States 3 Credits
- ENG250: Introduction to Creative Writing 3 Credits
- ENG253: History of Cinema 3 Credits
- ENG256: Writing for Public Relations 3 Credits
- ENG261: Exploring American Diversity Through Film and TV 3 Credits
- ENG267: Introduction to Television Studies 3 Credits
- ENG291: Internship 1-3 Credits
- ENG320: Literary Nonfiction 3 Credits
- ENG348: Women Filmmakers 3 Credits
- ENG355: Case Studies in Public Relations 3 Credits
- ENG356: World Cinema 3 Credits
- ENG360: Social Media Strategies 3 Credits
- ENG361: Travel Writing 3 Credits
- ENG365: Women's Magazines and the Construction of Gender 3 Credits
- ENG367: Reality Television 3 Credits
- ENG368: Media and Gender 3 Credits
- ENG369: Media and Social Change 3 Credits
- ENG372: Fan Culture 3 Credits
- ENG373: Advanced Multimedia Reporting 3 Credits
- ENG374: Advertising and Consumer Culture 3 Credits
- ENG397: Special Topics in Film 3 Credits
- ENG399: Special Topics in Communications 3 Credits
- ENG480: Public Relations Campaigns 3 Credits
- ENG496: Film Theory 3 Credits
- ART271: Introduction to Digital Photography 3 Credits

Degree Plan for Communications (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ENG195: Media and Culture (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
ENG271: Introduction to Media Writing (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) <i>(one each semester)</i>	X	X
ENG273: Multimedia Storytelling (3 credits)	X	
Communications Elective (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Elective (3 credits)		X
Third Year		
ENG371: Feature Writing (3 credits)	X	
Communications Elective (3 credits)	X	
Core Course (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
ENG357: Editing and Publishing (3 credits)		X
ENG358: Global Media (3 credits)		X
Fourth Year		
ENG489: Critical Writing and Research (3 credits)	X	
ENG491: Internship (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Communications Elective (3 credits)		X
ENG490: Senior Seminar Capstone (3 credits)		X

Literature (B.A.) Major Requirements

Literature majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 30–35 elective credits, and 39 credits (13 courses) in their major.

Foundation Courses (15 credits):

- ENG190: Introduction to Literature 3 Credits
- ENG247: Introduction to Literary Theory and Criticism 3 Credits
- ENG325: Studies in Shakespeare 3 Credits
- ENG489: Critical Writing and Research 3 Credits
- ENG490: Senior Seminar Capstone 3 Credits

Two Courses in American Literature (6 credits):

- ENG215: Elements of Modernism in Twentieth-Century American Literature 3 Credits
- ENG217: African American Literature 3 Credits
- ENG313: The American Literary Renaissance 3 Credits
- ENG314: Realism and Naturalism in Nineteenth-Century American Literature 3 Credits
- ENG315: The Harlem Renaissance 3 Credits
- ENG330: Literary Landscape of Newport 3 Credits

Two Courses in British Literature (6 credits):

- ENG228: The Romantic Revolution 3 Credits
- ENG229: Victorian Literature 3 Credits
- ENG230: British Modernism and the End of Empire 3 Credits
- ENG321: British Literature from Beowulf to Everyman 3 Credits
- ENG322: Literature of the English Renaissance from Wyatt to Marvell 3 Credits
- ENG324: Literature of Oxford 3 Credits
- ENG326: Restoration and Eighteenth-Century British Literature 3 Credits
- ENG329: The Inklings: C.S. Lewis, J.R.R. Tolkien and their Circle 3 Credits
- ENG376: The World of Jane Austen 3 Credits

One Course in World or Regional Literature (3 credits):

- ENG345: Studies in World Literature 3 Credits
- ENG346: Post-Colonial Literature 3 Credits
- ENG349: Literature from the Middle East 3 Credits

Three Additional Literature or Writing Courses, at least two at the 300-level or above (9 credits):

- ENG205: Contemporary Global Literature 3 Credits
- ENG210: Myth and Symbol 3 Credits
- ENG216: Literature and Medicine 3 Credits
- ENG218: Food and Literature 3 Credits
- ENG224: Elements of Craft 3 Credits
- ENG241: Film and Literature 3 Credits
- ENG250: Introduction to Creative Writing 3 Credits
- ENG281: Advanced Composition 3 Credits
- ENG291: Internship 1-3 Credits
- ENG310: Fairy Tales and Fantastic Literature 3 Credits
- ENG311: Speculative Literature 3 Credits

- ENG320: Literary Nonfiction 3 Credits
- ENG327: Young Adult Literature 3 Credits
- ENG336: The Catholic Imagination in Modern Literature 3 Credits
- ENG337: Modern Irish Writers 3 Credits
- ENG375: Vienna and the Modern World 3 Credits
- ENG378: Great Women Novelists and their Heroines 3 Credits
- ENG398: Special Topics in Literature 3 Credits
- ENG410: British and American Novels after 9/11 3 Credits
- ENG412: Seminar in Major Authors 3 Credits
- ENG491: Internship 3 Credits

**Additional electives may come from the American, British and World Literature courses noted above.*

Degree Plan for Literature (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ENG190: Introduction to Literature (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
Literature Elective (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
British Literature Course (3 credits) (ENG228, ENG229, ENG230, ENG321, ENG322, ENG324, ENG326, ENG329, or ENG376)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	X
Elective (3 credits)	X	X
ENG247: Introduction to Literary Theory and Criticism (3 credits)		X
Literature Elective (3 credits)		X
Third Year		
ENG325: Studies in Shakespeare (3 credits)	X	
Literature Elective (3 credits)	X	
Core Course (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
American Literature Course (3 credits) (ENG215, ENG217, ENG313, ENG314, ENG315, or ENG330)		X
World or Regional Literature Course (3 credits) (ENG345, ENG346, or ENG349)		X
Fourth Year		
ENG489: Critical Writing and Research (3 credits)	X	
British Literature Course (3 credits) (ENG228, ENG229, ENG230, ENG321, ENG322, ENG324, ENG326, ENG329, or ENG376)	X	
American Literature Course (3 credits) (ENG215, ENG217, ENG313, ENG314, ENG315, or ENG330)		X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
ENG490: Senior Seminar Capstone (3 credits)		X

Literature /Secondary Education (B.A.S.) Major Requirements

Literature and Secondary Education majors complete 49–51 credits of core courses (see page [51](#)), 39 credits of department Literature courses, and 43 credits of Secondary Education courses to earn a bachelor's degree. See [Education Department for requirements of the Secondary Education \(B.A.S.\) major](#).

Foundation Courses (18 credits):

- ENG190: Introduction to Literature 3 Credits
- ENG247: Introduction to Literary Theory and Criticism 3 Credits
- ENG281: Advanced Composition 3 Credits
- ENG325: Studies in Shakespeare 3 Credits
- ENG489: Critical Writing and Research 3 Credits
- ENG490: Senior Seminar Capstone 3 Credits

Two Courses in American Literature (6 credits):

- ENG215: Elements of Modernism in Twentieth-Century American Literature 3 Credits
- ENG217: African American Literature 3 Credits
- ENG313: The American Literary Renaissance 3 Credits
- ENG314: Realism and Naturalism in Nineteenth-Century American Literature 3 Credits
- ENG315: The Harlem Renaissance 3 Credits
- ENG330: Literary Landscape of Newport 3 Credits

Two Courses in British Literature (6 credits):

- ENG228: The Romantic Revolution 3 Credits
- ENG229: Victorian Literature 3 Credits
- ENG230: British Modernism and the End of Empire 3 Credits
- ENG321: British Literature from Beowulf to Everyman 3 Credits
- ENG322: Literature of the English Renaissance from Wyatt to Marvell 3 Credits
- ENG324: Literature of Oxford 3 Credits
- ENG326: Restoration and Eighteenth-Century British Literature 3 Credits
- ENG329: The Inklings: C.S. Lewis, J.R.R. Tolkien and their Circle 3 Credits
- ENG376: The World of Jane Austen 3 Credits

One Course in World or Regional Literature (3 credits):

- ENG345: Studies in World Literature 3 Credits
- ENG346: Post-Colonial Literature 3 Credits
- ENG349: Literature from the Middle East 3 Credits

Two Additional Literature or Writing Courses at least one at the 300-level or above (6 credits):

- ENG205: Contemporary Global Literature 3 Credits
- ENG210: Myth and Symbol 3 Credits
- ENG216: Literature and Medicine 3 Credits
- ENG218: Food and Literature 3 Credits
- ENG224: Elements of Craft 3 Credits
- ENG241: Film and Literature 3 Credits
- ENG250: Introduction to Creative Writing 3 Credits
- ENG310: Fairy Tales and Fantastic Literature 3 Credits
- ENG311: Speculative Literature 3 Credits

- ENG320: Literary Nonfiction 3 Credits
- ENG327: Young Adult Literature 3 Credits
- ENG336: The Catholic Imagination in Modern Literature 3 Credits
- ENG337: Modern Irish Writers 3 Credits
- ENG375: Vienna and the Modern World 3 Credits
- ENG378: Great Women Novelists and their Heroines 3 Credits
- ENG398: Special Topics in Literature 3 Credits
- ENG410: British and American Novels after 9/11 3 Credits
- ENG412: Seminar in Major Authors 3 Credits
- ENG491: Internship 3 Credits

**Additional electives may come from American, British and World literature courses listed above.*

Degree Plan for Literature and Secondary Education (B.A.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ENG190: Introduction to Literature (3 credits)	X	
EDC120: Introduction to Race and Inequity in American Education (3 credits) <i>or</i> Core Course (3 credits) <i>(one each semester)</i>	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
Literature Elective (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) <i>(one each semester)</i>	X	X
SCD220: Adolescent Development and Theories of Learning (4 credits)	X	
SCD212: Teaching Reading in the Content Area (3 credits)	X	
SCD298: Secondary Field Experience in a Multicultural Society I (1 credit)	X	
American Literature Course (3 credits) (ENG215, ENG217, ENG313, ENG314, ENG315, or ENG330)	X	
Core Course (3 credits)	X	X
ENG247: Introduction to Literary Theory and Criticism (3 credits)		X
Literature Elective (3 credits)		X
SCD299: Tutoring and Mentoring in a Multicultural Society II (1 credit)		X
SED211: Introduction to the Characteristics of Students with Exceptionalities (3 credits)		X

Third Year		
ENG325: Studies in Shakespeare (3 credits)	X	
ENG281: Advanced Composition (3 credits)	X	
SCD320: Curriculum, Instruction and Assessment in the Secondary School I (3 credits)	X	
SCD321: Practicum I for Curriculum, Instruction and Assessment in the Secondary School I (1 credit)	X	
British Literature Course (3 credits) (ENG228, ENG229, ENG230, ENG321, ENG322, ENG324, ENG326, ENG329, or ENG376)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)		X
SCD322: Practicum II for Curriculum, Instruction and Assessment in Secondary School II (1 credit)		X
SCD323: Curriculum Instruction and Assessment in the Secondary School II (3 credits)		X
American Literature Course (3 credits) (ENG215, ENG217, ENG313, ENG314, ENG315, or ENG330)		X
World or Regional Literature Course (3 credits) (ENG345, ENG346, or ENG349)		X
*Content Area Exam for Praxis passed prior to end of term		
Fourth Year		
ENG489: Critical Writing and Research (3 credits)	X	
British Literature Course (3 credits) (ENG228, ENG229, ENG230, ENG321, ENG322, ENG324, ENG326, ENG329, or ENG376)	X	
SCD440: Practicum in Secondary Education (3 credits)	X	
SCD410: Classroom Management (3 credits)	X	
SCD441: Secondary Student Teaching (12 credits)		X
ENG490: Senior Seminar Capstone (3 credits)		X
SCD432: Student Teaching Seminar Capstone (1 credit)		X

Creative Writing and Publishing (B.A.) Major Requirements

Creative Writing and Publishing majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 30–32 elective credits, and 39 credits (13 courses) in their major.

Foundation Courses (12 credits)

- ENG250: Introduction to Creative Writing 3 Credits
- ENG224: Elements of Craft 3 Credits
- ENG489: Critical Writing & Research 3 Credits
- ENG490: Senior Seminar Capstone 3 Credits

Required Courses (9 credits)

- ENG357: Editing and Publishing 3 Credits
- ENG395: Special Topics in Creative Writing 3 Credits
- ENG451: Advanced Creative Writing 3 Credits

Electives Courses (9 credits)

- ENG208: Digital Cinematography: Narrative Film Production 3 Credits
- ENG238: Podcasting 3 Credits
- ENG245: Book Publishing in the United States 3 Credits
- ENG256: Writing for Public Relations 3 Credits
- ENG281: Advanced Composition 3 Credits
- ENG291: Internship 1-3 Credits
- ENG320: Literary Nonfiction 3 Credits
- ENG360: Social Media Strategies 3 Credits
- ENG361: Travel Writing 3 Credits
- ENG365: Women's Magazines and the Construction of Gender 3 Credits
- ENG371: Feature Writing 3 Credits
- ENG397: Special Topics in Film: Screenwriting 3 Credits
- ENG395: Special Topics in Creative Writing (can retake as topic changes) 3 Credits
- ENG491: Internship 3 Credits
- ART071: Wksp: Indesign 1 Credit
- ART072: Digital Drawing: Art & Business 1 Credit
- ART076: Wksp: Wordpress 1 Credit
- ART087: Web Design 1 Credit
- ART140: The Art of Website Design 3 Credits
- ART150: Illustration 3 Credits
- ART241: Graphic Design 3 Credits
- ART271: Introduction to Digital Photography 3 Credits
- ART272: Introduction to Film Photography 3 Credits
- ART350: Illustration III (when topic appropriate, including Graphic Novels and Building Worlds) 3 Credits
- MGT280: Principles of Marketing 3 Credits

Three Literature Courses (9 credits)

- ENG190: Introduction to Literature 3 Credits
- ENG205: Contemporary Global Literature 3 Credits
- ENG210: Myth and Symbol 3 Credits
- ENG215: Elements of Modernism in Twentieth-Century American Literature 3 Credits
- ENG216: Literature and Medicine 3 Credits
- ENG217: African American Literature 3 Credits
- ENG218: Food and Literature 3 Credits
- ENG228: The Romantic Revolution 3 Credits
- ENG229: Victorian Literature 3 Credits
- ENG230: British Modernism and the End of Empire 3 Credits
- ENG247: Introduction to Literary Theory and Criticism 3 Credits
- ENG250: Introduction to Creative Writing 3 Credits
- ENG281: Advanced Composition 3 Credits
- ENG310: Fairy Tales and Fantastic Literature 3 Credits
- ENG311: Speculative Literature 3 Credits
- ENG313: The American Literary Renaissance 3 Credits
- ENG314: Realism and Naturalism in Nineteenth-Century American Literature 3 Credits
- ENG315: The Harlem Renaissance 3 Credits
- ENG320: Literary Nonfiction 3 Credits

- ENG321: British Literature from Beowulf to Everyman 3 Credits
- ENG324: Literature of Oxford 3 Credits
- ENG326: Restoration and Eighteenth-Century British Literature 3 Credits
- ENG327: Young Adult Literature 3 Credits
- ENG329: The Inklings: C.S. Lewis, J.R.R. Tolkien and their Circle 3 Credits
- ENG330: Literary Landscape of Newport 3 Credits
- ENG336: The Catholic Imagination in Modern Literature 3 Credits
- ENG337: Modern Irish Writers 3 Credits
- ENG345: Studies in World Literature 3 Credits
- ENG346: Post-Colonial Literature 3 Credits
- ENG349: Literature from the Middle East 3 Credits
- ENG375: Vienna and the Modern World 3 Credits
- ENG376: The World of Jane Austen 3 Credits
- ENG378: Great Women Novelists and their Heroines 3 Credits
- ENG398: Special Topics in Literature 3 Credits
- ENG410: British and American Novels after 9/11 3 Credits
- ENG412: Seminar in Major Authors 3 Credits

Degree Plan for Creative Writing and Publishing (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
ENG250: Introduction to Creative Writing (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
ENG224: Elements of Craft (3 credits)		X
UNV102: University Seminar II (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) <i>(one each semester)</i>	X	X
ENG395: Special Topics in Creative Writing (3 credits)	X	X
Core Course (3 credits)	X	X
Elective (3 credits)	X	X
Creative Writing & Publishing Elective (3 credits)	X	
Literature Course (3 credits)		X

Third Year		
Literature Course (3 credits)	X	X
Creative Writing & Publishing Elective (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Elective (3 credits)	X	
ENG357: Editing & Publishing (3 credits)		X
Fourth Year		
ENG489: Critical Writing and Research (3 credits)	X	
ENG451: Advanced Creative Writing (3 credits)	X	
Literature Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)		X
ENG490: Senior Seminar Capstone (3 credits)		X

English Minors

Students minoring in English can select from four options: Literature, Communications, Creative Writing, and Film. A minimum of six courses (18 credits) is required. Only two courses may also count toward a major or another minor.

Literature Minor Requirements

- ENG190: Introduction to Literature 3 Credits
- ENG247: Introduction to Literary Theory and Criticism 3 Credits
- ENG325: Studies in Shakespeare 3 Credits

Additional Requirements:

Three additional literature courses (9 credits), excluding **ENG201**, chosen in consultation with the student's advisor or department faculty.

Communications Minor Requirements

- ENG195: Media and Culture 3 Credits
- ENG271: Introduction to Media Writing 3 Credits
- ENG273: Multimedia Storytelling 3 Credits

Additional Requirements:

Three electives (9 credits) in writing or communications, chosen in consultation with the student's advisor.

Creative Writing Minor Requirements

- ENG250: Introduction to Creative Writing 3 Credits
- ENG451: Advanced Creative Writing 3 Credit(s)
- Two ENG395: Special Topics in Creative Writing (topics must be unique) 6 credits

Additional Requirements:

Two additional courses (6 credits) chosen from list of literature courses and ENG224: Elements of Craft, ENG238: Podcasting, ENG397: Special Topics in Film: Screenwriting, ART350: Illustration III (when topic is appropriate).

Film Minor (Interdisciplinary) Requirements

- ENG253: History of Cinema 3 Credits
- ENG496: Film Theory 3 Credits

Four additional courses from the following:

- ADJ351: American Prisons as Depicted in Film and TV 3 Credits
- ENG208: Digital Cinematography: Narrative Film Production 3 Credits
- ENG241: Film and Literature 3 Credits
- ENG356: World Cinema 3 Credits
- ENG397: Special Topics in Film 3 Credits
- SPA399: Special Topics 3 Credits
- THE102: Beginning Acting 3 Credits
- THE231: Makeup for Stage and Film 3 Credits
- THE241: Script Analysis 3 Credits

**Film-related courses in other departments and special topics courses within the English, Communications and Media department may also count toward the minor; students must consult with the department chair to exercise this option.*

English for Academic Purposes

At Salve Regina University, English as a second language is offered through the English for Academic Purposes (EAP) program, which is designed for degree seeking students who have TOEFL scores of 500-550 (paper-based test), 173-213 (computer-based test), or 61-80 (Internet-based test). The purpose of the EAP program is to provide the language and cultural support necessary for success in academic and student life. Small class sizes and a committed faculty help create a friendly environment that promotes active learning. The EAP program emphasizes participation in social, cultural and educational events and involvement with the campus community, which helps to ease the transition into American culture.

As part of the Academic Center for Excellence, the EAP program is dedicated to providing language tutoring and resources that address the specific needs of students who are non-native speakers of English. Experienced and supportive tutors are available for both occasional and regularly scheduled academic assistance.

Core Curriculum Language Requirements

All Salve Regina University students are required to complete course work in English and in a foreign language. International students fulfill the language requirements in the core by demonstrating competency in English through a combination of English and English for Academic Purposes (EAP) courses. All international students are required to complete EAP103 and EAP104, or EAP111 and EAP112. All students, including those holding an International Baccalaureate, will be required to take the core and core English literature course. EAP courses do not fulfill the English literature core curriculum requirement.

General Studies

General Studies and University courses are designed to help orient students to the university, to expose students to a variety of perspectives and to equip them with critical reading, thinking, and evaluative skills that will help them grapple with the constant change and complex problems that characterize contemporary life. At Salve Regina University they include a variety of courses that transcend or integrate the usual discipline-based courses. Many are open to or required of all students, regardless of major specialization; others are required of students engaged in specialized work with other students such as new student mentors or resident advisors. Required General Studies courses include the First Year Transitions (FYT100) and Transfer Transitions (FYT 200) courses and the University Seminars that new students choose when entering Salve Regina.

History

Department Chair: Timothy Neary, Ph.D.

The Department of History strives to increase students' understanding of the past in order to give them a better perspective on the contemporary world. The Department also seeks to acquaint students with the methods employed by historians in interpreting sources and utilizing primary and secondary materials.

The department emphasizes American and European History but requires its majors to take non-Western History courses as well in order to prepare them for life in our present multicultural society. Students pursuing a double major in Secondary Education and History take a mixture of classes in American, European and non-Western History.

Through its emphasis on research, writing and analysis, History prepares students for a variety of careers. In addition to positions in education, History majors pursue graduate studies and law school and find employment in fields such as government, museum studies and business.

The department recognizes the value of foreign study and encourages its majors to study abroad for a semester or for a short term if possible. In addition, History majors are encouraged to complete credit-bearing internships at local museums, libraries or historical societies.

Students may apply three history courses in transfer to a History major and two to a History minor. History majors and minors are required to maintain a 2.5 average in their History courses.

American History (B.A.) Major Requirements

American History majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page 51), 34–37 elective credits, and 37 credits of major courses.

Required courses:

- HIS113: History of the United States to 1877 3 Credits
- HIS114: History of the United States since 1877 3 Credits
- HIS270: The Historian's Craft 3 Credits
- HIS390: Historical Research Methods 3 Credits
- HIS490: Senior Thesis Capstone 4 Credits

One non-Western History elective 3 Credits

One Cultural and Historic Preservation course 3 Credits

One European History elective 3 Credits

Four American History courses (12 Credits). *These 4 courses must be at the 200, 300, or 400 levels.*

- HIS225: Introduction to Public History 3 Credits
- HIS251: Sport in America 3 Credits
- HIS313: American Immigrant Experience 3 Credits
- HIS316: American Economic History 3 Credits
- HIS320: The American Revolution 3 Credits
- HIS321: America's Civil War 3 Credits
- HIS322: Urban America 3 Credits
- HIS340: History of Warfare 3 Credits
- HIS403: Modern America 3 Credits
- HIS415: Modern American Foreign Policy 3 Credits
- HIS422: American Presidency 3 Credits
- Special Topics course in American History approved by department chair

Degree Plan for American History (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
HIS113: History of the United States to 1877 (3 credits)	X	
Foreign Language I (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
HIS114: History of the United States since 1877 (3 credits)		X
Foreign Language II (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
HIS270: The Historian's Craft (3 credits)	X	
HIS Elective (3 credits)	X	X
Core Course (3 credits)	X	
Core Course (3 credits)	X	X
Elective (3 credits)		X
Elective (3 credits)		X
Third Year		
HIS Elective (3 credits)	X	
HIS Elective (3 credits)	X	X
Core Course (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
HIS390: Historical Research Methods (3 credits)		X
Fourth Year		
HIS490: Senior Thesis Capstone (4 credits)	X	
HIS Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (1 credit Workshop)	X	
Elective (3 credits)		X
Elective (3 credits)		X

European History (B.A.) Major Requirements

European History majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page 51), 34–37 elective credits, and 37 credits of major courses.

Required courses:

- HIS201: Europe 1789-1914 3 Credits
- HIS202: Europe 1914-1990s 3 Credits
- HIS270: The Historian's Craft 3 Credits
- HIS390: Historical Research Methods 3 Credits
- HIS490: Senior Thesis Capstone 4 Credits

One of the following courses:

- HIS113: History of the United States to 1877 3 Credits
- HIS114: History of the United States since 1877 3 Credits

One non-Western History course 3 Credit (s)

One Cultural and Historic Preservation course 3 Credits

Four of the following European history courses (12 Credits):

- HIS203: Hitler and the Holocaust 3 Credits
- HIS306: Modern Germany 3 Credits
- HIS308: Modern France 3 Credits
- HIS309: Modern Russia 3 Credits
- HIS310: Modern England 3 Credits
- HIS311: Modern Ireland 3 Credits
- HIS312: Modern Italy 3 Credits
- Special Topics course in European History approved by department chair

Degree Plan for European History (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
HIS113: History of the United States to 1877 (3 credits) <i>or</i> HIS201: Europe 1789-1914 (3 credits) (Complete one Fall Year 1 and one Fall Year 2)	X	
Foreign Language I (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
HIS114: History of the United States since 1877 (3 credits) <i>or</i> HIS202: Europe 1914-1990s (3 credits) <i>or</i> Core Course (3 credits)		X
Foreign Language II (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
HIS270: The Historian's Craft (3 credits)	X	
HIS113: History of the United States to 1877 (3 credits) <i>or</i> HIS201: Europe 1789-1914 (3 credits) (Complete one Fall Year 1 and one Fall Year 2)	X	
Core Course (3 credits)	X	X
Elective (3 credits)	X	X
HIS202: Europe 1914-1990s (3 credits) <i>or</i> Core Course (3 credits)		X
HIS Elective (3 credits)		X
Third Year		
HIS Elective (3 credits)	X	
HIS Elective (3 credits)	X	X
Core Course (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
HIS390: Historical Research Methods (3 credits)		X
Fourth Year		
HIS490: Senior Thesis Capstone (4 credits)	X	
HIS Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (1 credit Workshop)	X	
Elective (3 credits)		X
Elective (3 credits)		X

History and Secondary Education (B.A.S.) Major Requirements

Students choosing a double major in History and Secondary Education take a combination of American, European, and Non-Western history classes. Students complete 49–51 credits of core courses (see page 51), 35 credits of History courses, and 43 credits of Secondary Education courses to earn a bachelor's degree. See [Education Department](#) for requirements of the *Secondary Education major*.

Required courses (20 credits):

- HIS103: Western Civilization I: 500 B.C.-1500 A.D. 3 Credits
- HIS113: History of the United States to 1877 3 Credits
- HIS114: History of the United States since 1877 3 Credits
- HIS270: The Historian's Craft 3 Credits
- HIS390: Historical Research Methods 3 Credits
- HIS490: Senior Thesis Capstone 4 Credits
- One Geography workshop 1 Credit

Two of the following American History courses (6 credits):

- HIS225: Introduction to Public History 3 Credits
- HIS251: Sport in America 3 Credits
- HIS313: American Immigrant Experience 3 Credits
- HIS316: American Economic History 3 Credits
- HIS320: The American Revolution 3 Credits
- HIS321: America's Civil War 3 Credits
- HIS322: Urban America 3 Credits
- HIS340: History of Warfare 3 Credits
- HIS403: Modern America 3 Credits
- HIS415: Modern American Foreign Policy 3 Credits
- HIS422: American Presidency 3 Credits
- Special Topics course in American History approved by department chair

One of the following European History courses (3 credits):

- HIS201: Europe 1789-1914 3 Credits
- HIS202: Europe 1914-1990s 3 Credits
- HIS203: Hitler and the Holocaust 3 Credits
- HIS306: Modern Germany 3 Credits
- HIS308: Modern France 3 Credits
- HIS309: Modern Russia 3 Credits
- HIS310: Modern England 3 Credits
- HIS311: Modern Ireland 3 Credits
- HIS312: Modern Italy 3 Credits
- Special Topics course in European History approved by department chair

One of the following Non-Western courses (3 credits):

- HIS265: Modern Global History 3 Credits
- HIS331: Contemporary Latin America 3 Credits
- HIS332: Contemporary Middle East 3 Credits
- HIS333: Contemporary Africa 3 Credits
- HIS334: Contemporary Asia 3 Credits

- HIS336: Vietnam War 3 Credits
- Special Topics course in Non-Western History approved by department chair

One additional European or non-Western class at the 200-level or above (3 credits)

Thesis on an American, European or non-Western history topic.

Additional Information:

The Department recommends that History and Secondary Education double majors fulfill part of their Core Social Science requirement by taking **ECN101: Introductory Macroeconomics**.

Degree Plan for History and Secondary Education (B.A.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT-100: First Year Transitions (1 credit)	X	
HIS113: History of the United States to 1877 (3 credits)	X	
Foreign Language I (3 Credits)	X	
EDC120: Introduction to Race and Inequity in American Education (3 credits) or Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
HIS114: History of the United States since 1877 (3 credits)		X
Foreign Language II (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
HIS270: The Historian's Craft (3 credits)	X	
HIS103: Western Civilization I: 500 B.C.-1500 A.D. (3 credits)	X	
SCD220: Adolescent Development and Theories of Learning (4 credits)	X	
SCD212: Teaching Reading in the Content Area (3 credits)	X	
SCD298: Secondary Field Experience in a Multicultural Society I (1 credit)	X	
SED211: Introduction to the Characteristics of Students with Exceptionalities (3 credits)		X
SCD299: Tutoring and Mentoring in a Multicultural Society II (1 credit)		X
HIS080: Geography Workshop (1 credit)		X
HIS Elective (3 credits)		X
HIS Elective (3 credits)		X
Core Course (3 credits)		X
*PLT Praxis passed prior to end of term		

Third Year		
SCD320: Curriculum, Instruction and Assessment in the Secondary School I (3 credits)	X	
SCD321: Practicum I for Curriculum, Instruction and Assessment in the Secondary School I (1 credit)	X	
HIS Elective (3 credits)	X	
HIS Elective (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
HIS390: Historical Research Methods (3 credits)		X
SCD322: Practicum II for Curriculum, Instruction and Assessment in Secondary School II (1 credit)		X
SCD323: Curriculum Instruction and Assessment in the Secondary School II (3 credits)		X
*Content Area Exam for Praxis passed prior to end of term		
Fourth Year		
HIS490: Senior Thesis Capstone (4 credits)	X	
SCD440: Practicum in Secondary Education (3 credits)	X	
SCD410: Classroom Management (3 credits)	X	
Elective (3 credits)	X	
Elective (3 credits)	X	
SCD441: Secondary Student Teaching (12 credits)		X
SCD432: Student Teaching Seminar Capstone (1 credit)		X

History Minor Requirements

Students earn 18 credits for a History minor.

One of the following courses:

- HIS113: History of the United States to 1877 3 Credits
- HIS114: History of the United States since 1877 3 Credits

Additional Requirements:

Five elective history courses (15 credits) approved by the department chair, with no more than two courses at the 100-level.

Mathematical Sciences

Department Chair: Ernest Rothman, Ph.D.

The Mathematical Sciences Department houses the disciplines of computer science, data science and analytics, mathematics, and statistics. Mathematics has always been the language of technology and the natural sciences; however, during the past several decades the influence of mathematics has spread to the life, management and social sciences as well. Furthermore, certain concepts inherent to mathematics, for example, respect for cause and effect, logic, honesty in presentation of material and critical thinking, are also at the heart of Western science and have been critical to the development of Western philosophy. Mathematics continues to be one of the greatest cultural and intellectual achievements of humankind. We wish to provide our students with the opportunity to develop an understanding and appreciation of this ongoing achievement. The mathematics programs at Salve Regina University support a liberal arts education by providing students a course of study to acquaint them with a broad range of concepts and tools of modern mathematics. These programs are designed for students to develop an appreciation for the beauty of mathematics and its power in applications, strengthen their powers of abstract reasoning, and develop their analytic ability for examining and discovering structures and patterns. The department offers programs leading to a major or minor in mathematics, an interdisciplinary minor in mathematical finance, and an interdisciplinary minor in data analytics. In addition to the major and minors, the department also offers courses to complete the core curriculum requirement in mathematics and provides courses that constitute mathematics, statistics, and computer science components of other programs at the University.

Along with degree programs taken entirely at Salve Regina University, the Mathematical Sciences Department at Salve Regina University offers the following dual degree programs with other universities: A 3+2 dual degree program leading to a B.A. in mathematics with a minor in data analytics from Salve Regina University and an M.S. in data science from the University of Massachusetts Dartmouth, and a 3+2 dual degree program leading to a B.A. in mathematics from Salve Regina University and a B.S. in electrical, mechanical, or systems engineering from Washington University in St. Louis. The department also offers a 3+3 dual degree program with Washington University St. Louis that leads to a B.A. in mathematics from Salve Regina University and a master's degree in engineering from Washington University in St. Louis.

Mathematics (B.A.) Major Requirements

The Bachelor of Arts (B.A.) curriculum provides students with a solid foundation in mathematics, while allowing them to combine the study of mathematics with an in-depth study of another field. For example, students can acquire excellent credentials for medical school by combining their B.A. in Mathematics with at least two years of chemistry and at least one year each of biology and physics. Additionally, the B.A. in Mathematics provides strong credentials for law school as well as for graduate school in mathematics.

Mathematics majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 16–25 elective credits, and 53 credits of major courses.

Students seeking the degree of Bachelor of Arts in Mathematics are required to take the following courses:

- MTH173: Discrete Mathematics 3 Credits
- MTH195: Calculus I 4 Credits
- MTH196: Calculus II 4 Credits
- MTH203: Calculus III 4 Credits
- MTH211: Linear Algebra 3 Credits
- MTH213: Differential Equations 3 Credits
- MTH315: Geometry 3 Credits
- MTH411: Analysis I 3 Credits
- MTH412: Analysis II 3 Credits
- MTH421: Abstract Algebra 3 Credits
- MTH490: Senior Seminar Capstone 3 Credits
- STA341: Statistical Theory I 3 Credits
- STA342: Statistical Theory II 3 Credits
- CSC203: Introduction to Scientific Programming 3 Credits

Students seeking the Bachelor of Arts in Mathematics are required to fulfill the science core requirement by taking:

- PHY205: Principles of Physics I 4 Credits
- PHY206: Principles of Physics II 4 Credits

GPA requirement

To remain in the Mathematics major program, a student must maintain an average of C in all required courses for the Mathematics major, with no grade less than C- in any of the Mathematics major foundational courses, which consist of **MTH173, MTH195, MTH196, MTH203, and MTH211.**

Degree Plan for Mathematics (B.A.) (Starting in an even year)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
MTH195: Calculus I (4 Credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
MTH196: Calculus II (4 Credits)		X
MTH173: Discrete Mathematics (3 Credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
MTH203: Calculus III (4 Credits)	X	
MTH211: Linear Algebra (3 Credits)	X	
Core Course (3 Credits)	X	X
Core Course (3 Credits)	X	X
MTH213: Differential Equations (3 Credits)		X
CSC203: Introduction to Scientific Programming (3 Credits)		X
Third Year		
MTH411: Analysis I (3 Credits)	X	
MTH315: Geometry (3 Credits)	X	
PHY205: Principles of Physics I (4 Credits)	X	X
Core Course (3 Credits)	X	X
Core Course or Elective (3 Credits)	X	X
PHY206: Principles of Physics II (4 Credits)		X
MTH412: Analysis II (3 Credits)		X
Fourth Year		
STA341: Statistical Theory I (3 Credits)	X	
MTH421: Abstract Algebra (3 Credits)	X	
MTH490: Senior Seminar Capstone (3 Credits)	X	
Elective (3 Credits)	X	X
Elective (3 Credits)	X	X
STA342: Statistical Theory II (3 Credits)		X
Elective (3 Credits)		X
MTH412: Analysis II (3 Credits)		X

Mathematics and Secondary Education (B.A.S.) Major Requirements

To earn a B.A.S. in Mathematics in preparation for teaching at the secondary level, students are required to complete all the courses required for a B.A. in Mathematics, and must also complete the requirements for the Secondary Education major. Students complete 49–51 credits of core courses (see page 51), 53 credits of Mathematics courses, and 43 credits of Secondary Education courses to earn a bachelor's degree. See [Education Department](#) for requirements of the Secondary Education (B.A.S.) major.

Students seeking the degree of Bachelor of Arts in Mathematics are required to take the following courses:

- MTH173: Discrete Mathematics 3 Credits
- MTH195: Calculus I 4 Credits
- MTH196: Calculus II 4 Credits
- MTH203: Calculus III 4 Credits
- MTH211: Linear Algebra 3 Credits
- MTH213: Differential Equations 3 Credits
- MTH315: Geometry 3 Credits
- MTH411: Analysis I 3 Credits
- MTH412: Analysis II 3 Credits
- MTH421: Abstract Algebra 3 Credits
- MTH490: Senior Seminar Capstone 3 Credits
- STA341: Statistical Theory I 3 Credits
- STA342: Statistical Theory II 3 Credits
- CSC203: Introduction to Scientific Programming 3 Credits

Students seeking the Bachelor of Arts in Mathematics are required to fulfill the science core requirement by taking:

- PHY205: Principles of Physics I 4 Credits
- PHY206: Principles of Physics II 4 Credits

GPA requirement

To remain in the Mathematics major program, a student must maintain an average of C in all required courses for the Mathematics major, with no grade less than C- in any of the Mathematics major foundational courses, which consist of **MTH173, MTH195, MTH196, MTH203, and MTH211.**

Degree Plan for Mathematics and Secondary Education (B.A.S.) (Starting in an even year)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
MTH195: Calculus I (4 credits)	X	
EDC120: Introduction to Race and Inequity in American Education (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
MTH196: Calculus II (4 credits)		X
MTH173: Discrete Mathematics (3 credits)		X

Second Year		
EDC220: Child and Adolescent Development, Learning, and Teaching: Theories and Applications (4 credits)	X	
SCD212: Teaching Reading in the Content Area (3 credits)	X	
SCD298: Secondary Field Experience in a Multicultural Society I (1 credit)	X	
MTH211: Linear Algebra (3 credits)	X	
MTH203: Calculus III (4 credits)	X	
PHL225: Quest for the Good Life (3 credits)	X	
RTS225: Quest for the Ultimate (3 credits)		X
Core Course (3 credits)		X
MTH213: Differential Equations (3 credits)		X
CSC203: Introduction to Scientific Programming (3 credits)		X
SCD299: Tutoring and Mentoring in a Multicultural Society II (1 credit)		X
SED211: Introduction to the Characteristics of Students with Exceptionalities (3 credits)		X
Third Year		
MTH411: Analysis I (3 credits)	X	
MTH315: Geometry (3 credits)	X	
SCD320: Curriculum, Instruction and Assessment in the Secondary School I (3 credits)	X	
SCD321: Practicum I for Curriculum, Instruction and Assessment in the Secondary School I (1 credits)	X	
PHY205: Principles of Physics I (4 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)		X
PHY206: Principles of Physics II (4 credits)		X
SCD322: Practicum II for Curriculum, Instruction and Assessment in Secondary School II (1 credits)		X
SCD323: Curriculum Instruction and Assessment in the Secondary School II (3 credits)		X
MTH412: Analysis II (3 credits)		X
Fourth Year		
STA341: Statistical Theory I (3 credits)	X	
MTH421: Abstract Algebra (3 credits)	X	
MTH490: Senior Seminar Capstone (3 credits)	X	
SCD440: Practicum in Secondary Education (3 credits)	X	
SCD410: Classroom Management (3 credits)	X	
Core Course (3 credits)	X	
SCD441: Secondary Student Teaching (12 credits)		X
SCD432: Student Teaching Seminar Capstone (1 credits)		X
STA342: Statistical Theory II (3 credits)		X

Dual Degree Mathematics (B.A.) and Data Science (M.S.) Requirements

The Mathematical Sciences Department at Salve Regina University offers a dual 3+2 program with the University of Massachusetts Dartmouth leading to a B.A. in mathematics and a minor in data analytics from Salve Regina University and a master's degree in data science from the University of Massachusetts Dartmouth.

Students in this 5-year program take courses to fulfill the requirements for the B.A. in mathematics and a minor in data analytics at Salve Regina University in the first three years of study, after which they take courses at the University of Massachusetts Dartmouth for two additional years. In the fourth year of this program, students take courses at the University of Massachusetts Dartmouth for the master's degree in data science and to complete their B.A. in mathematics from Salve Regina University. Upon successful completion of courses at the end of the fourth year, students in this program are awarded the B.A. in mathematics with a minor in data analytics and graduate with their class at Salve Regina University's commencement. In the fifth year of this program, students complete the requirements for a master's degree in data science from University of Massachusetts Dartmouth.

To remain in this program, students must maintain a 3.25 GPA, with no grade below a C- in any mathematics (MTH), computer science (CSC), data science and analytics (DSA), or statistics (STA) course, and have the written recommendation of the department chair.

Students seeking the B.A. in mathematics and a minor in data analytics from Salve Regina University and a master's degree in data science from the University of Massachusetts Dartmouth are required to take the following courses at Salve Regina University:

- MTH173: Discrete Mathematics 3 Credits
- MTH195: Calculus I 4 Credits
- MTH196: Calculus II 4 Credits
- MTH203: Calculus III 4 Credits
- MTH211: Linear Algebra 3 Credits
- MTH213: Differential Equations 3 Credits
- MTH421: Abstract Algebra 3 Credits
- STA341: Statistical Theory I 3 Credits
- STA342: Statistical Theory II 3 Credits
- CSC103: Computer Programming I 3 Credits
- CSC104: Computer Programming II 3 Credits
- DSA201: Introduction to Data Science and Analytics 3 Credits
- DSA202: Data Analysis and Visualization 3 Credits
- PHY205: Principles of Physics I 4 Credits
- PHY206: Principles of Physics II 4 Credits

Students complete 49–51 credits of core courses (see page [51](#)) and 74 credits of Mathematics major courses to earn a bachelor's degree. The following courses are completed at University of Massachusetts Dartmouth in year 4 and transferred to Salve Regina University to complete undergraduate degree requirements:

- MTH331: Probability 3 Credits
- MTH332: Mathematical Statistics 3 Credits
- MTH441: Modern Algebra I 3 Credits
- CIS452: Database Systems 3 Credits
- DSC520: Computational Methods 3 Credits
- DSC530: Data Visualization 3 Credits
- DSC Elective course 3 Credits
- Elective course 3 Credits

**Degree Plan for Mathematics (B.A.)
3+2 Data Science Track (Starting in an even year)**

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
MTH195: Calculus I (4 Credits)	X	
CSC103: Computer Programming I (3 credits)	X	
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
MTH196: Calculus II (4 Credits)		X
MTH173: Discrete Mathematics (3 Credits)		X
CSC104: Computer Programming II (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
MTH203: Calculus III (4 Credits)	X	
MTH211: Linear Algebra (3 Credits)	X	
PHY205: Principles of Physics I (4 Credits)	X	
MTH213: Differential Equations (3 Credits)		X
PHY206: Principles of Physics II (4 Credits)		X
Core Course (3 Credits)		X
Core Course (3 Credits)		X
Third Year		
STA341: Statistical Theory I (3 Credits)	X	
MTH421: Abstract Algebra (3 Credits)	X	
DSA201: Introduction to Data Science and Analytics (3 Credits)	X	
Elective in Business, Biology, CSC, Cybersecurity or DSA (3 Credits)	X	X
Core Course (3 Credits)	X	X
Core Course (3 Credits)		X
STA342: Statistical Theory II (3 Credits)		X
DSA202: Data Analysis and Visualization (3 Credits)		X

Mathematics (B.A.) leading to Electrical, Mechanical, or Systems Science and Engineering (B.S.)

Students enrolled in the 3+2 engineering dual degree and majoring in mathematics complete a minimum of 120 credits to earn a bachelor's degree. While enrolled at Salve Regina University, students complete a minimum of 40 credits of core courses (see page 51), 41 credits of major courses, and up to 12 credits of elective courses. The remaining 27 credits are completed after transfer to Washington University. Before conferral of the B.A. in Mathematics from Salve Regina University, the student must request that Washington University forward transcripts to verify completion of all required coursework. See [Engineering Dual Degree](#) for more information.

Courses required of all mathematics majors (32 credits):

- MTH173: Discrete Mathematics 3 Credit(s)
- MTH195: Calculus I 4 Credit(s)
- MTH196: Calculus II 4 Credit(s)
- MTH203: Calculus III 4 Credit(s)
- MTH211: Linear Algebra 3 Credit(s)
- MTH213: Differential Equations 3 Credit(s)
- CSC103: Computer Programming I 3 Credit(s)
- PHY205: Principles of Physics I 4 Credit(s)
- PHY206: Principles of Physics II 4 Credit(s)

Courses required for mathematics majors entering in an EVEN calendar year (9 credits):

- MTH315: Geometry 3 Credit(s)
- MTH411: Analysis I 3 Credit(s)
- MTH412: Analysis II 3 Credit(s)

Courses required for mathematics majors entering in an ODD calendar year (9 credits):

- MTH421: Abstract Algebra 3 Credit(s)
- MTH341: Statistical Theory I 3 Credit(s)
- MTH342: Statistical Theory II 3 Credit(s)

Modified core curriculum required of all dual-degree students (40 credits):

- FYT100: First Year Transitions 1 Credit(s)
- UNV101: University Seminar I 3 Credit(s)
- UNV102: University Seminar II 3 Credit(s)
- PHL225: Quest for the Good Life 3 Credit(s)
- RTS225: Quest for the Ultimate 3 Credit(s)
- Nine additional core courses, including 6 themed courses in 4 themes
- Capstone course may be completed at Washington University

Depending on the choice of engineering degree, students should also consider taking:

- CHM113: General Chemistry I 4 Credit(s)

**Degree Plan for Mathematics (B.A.)
3+2 Engineering Track (Starting in an even year)**

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
MTH195: Calculus I (4 Credits)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 Credits)	X	X
UNV102: University Seminar II (3 credits)		X
MTH196: Calculus II (4 Credits)		X
MTH173: Discrete Mathematics (3 Credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
MTH203: Calculus III (4 Credits)	X	
MTH211: Linear Algebra (3 Credits)	X	
Core Course (3 Credits)	X	X
Core Course (3 Credits)	X	X
MTH213: Differential Equations (3 Credits)		X
CSC203: Introduction to Scientific Programming (3 credits)		X
Third Year		
MTH315: Geometry (3 Credits)	X	
MTH411: Analysis I (3 Credits)	X	
PHY205: Principles of Physics I (4 Credits)	X	
Core Course (3 Credits)	X	X
Core Course or Elective (3 Credits)	X	X
MTH412: (3 Credits)		X
PHY206: Principles of Physics II (4 Credits)		X
Core Course or Elective (3 Credits)		X

Data Analytics Minor Requirements

Data analytics is the science of collecting, cleaning, and analyzing raw data to identify patterns, draw conclusions, gain insights, and support effective decision-making. The field of data analytics is built on a foundation of certain areas of mathematics, computer science, statistics, and accepted practice within an application area. The goal of this minor is to enhance various majors with the essential foundational material, key ideas, commonly used tools, and experience in the practice of data analytics.

Students seeking a minor in Data Analytics are required to take the following courses:

- STA173: Statistical Methods 3 Credits *or*
STA342: Statistical Theory II 3 Credits
- CSC103: Computer Programming I 3 Credits
- CSC104: Computer Programming II 3 Credits
- DSA201: Introduction to Data Science and Analytics 3 Credits
- DSA202: Data Analysis and Visualization 3 Credits
- One approved 3-credit elective or another course approved by the department chair

Approved Data Analytics Electives:

- ACC405: Accounting Theory and Practice 3 Credits
- CSC300: Algorithms and Data Structures 3 Credits
- ECN307: Introduction to Econometrics 3 Credits

Mathematical Finance Minor Requirements

Mathematical Finance, an interdisciplinary minor offered by the Departments of Mathematical Sciences and Business and Economics, will provide students with the opportunity to study theoretical and applied problems arising in corporate finance and risk management as well as personal financial planning. The minor provides students the skills required to pursue professional certifications in finance.

Students completing the Mathematical Finance minor are required to take the following eight courses (26 credits) in mathematics and finance.

- MTH196: Calculus II 4 Credits
- MTH203: Calculus III 4 Credits
- MTH211: Linear Algebra 3 Credits
- MTH213: Differential Equations 3 Credits
- MGT325: Enhanced Financial Management 3 Credits
- MGT345: Introduction to Mathematical Finance 3 Credits
- MGT415: Discrete Time Finance 3 Credits
- MGT425: Continuous Time Finance 3 Credits

Mathematics Minor Requirements

Students completing a minor in Mathematics take six courses (18–20 credits) in the Mathematical Sciences Department, approved by the department chair.

Modern Languages

Department Chair: James G. Mitchell, Ph.D.

Mastery of a foreign language enables students to deepen their understanding of cultural differences and similarities, to exercise their responsibilities as citizens of the world, and to promote meaningful cross-cultural exchange. Language competency is a life skill and a career asset.

French

French courses in language, literature, and culture are designed to provide opportunities for students to achieve aural, oral, reading and writing proficiency in the language. An integral part of the curriculum is an in-depth exposure to French culture and civilization through the study abroad experience as well as study of French literature in its social, historical and cultural contexts. The Department of Modern Languages offers both a major and a minor in French.

Italian

Courses in Italian language, literature, and culture provide opportunities for students to attain significant knowledge of Italian culture and to achieve proficiency in Italian language. An integral part of the curriculum is study abroad in Italy to observe and study Italian culture and civilizations first-hand. The Department of Modern Languages offers a minor in Italian Studies.

Spanish

Spanish courses promote understanding between individuals and nations by exploring the cultures, civilizations, heritage and literatures of the Spanish-speaking world while providing students with opportunities to develop their capacity to speak, understand, read and write Spanish. Students also learn to appreciate the diverse ethnic backgrounds of those who speak Spanish around the globe. The Department of Modern Languages offers a major and two different minors in Spanish.

Language Placement

In French, Italian and Spanish, initial placement in a language class level is done by use of a placement exam. The placement exam does not capture every aspect of student ability in French, Italian or Spanish. Thus, the Department of Modern Languages reserves the right to place a student in the appropriate language class level, which may not coincide with language placement exam results.

Other Modern Languages

Opportunities are provided on a regular basis for elementary course work in Portuguese and German. On occasion, other languages such as Arabic or Mandarin Chinese may be offered at the elementary level.

French (B.A.) Major Requirements

French majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 36–44 elective credits, and 33 credits (11 courses) in their major.

Required courses (may vary based on placement):

- FRN205: Intermediate French I 3 Credits
- FRN206: Intermediate French II 3 Credits
- FRN241: Communication and Cultures I 3 Credits
- FRN242: Communication and Cultures II 3 Credits
- FRN305: French Culture and Civilization-The Hexagon 3 Credits
- FRN306: Cultures of the Francophone World 3 Credits
- FRN311: Survey of French Literature I 3 Credits
- FRN312: Survey of French Literature II 3 Credits
- FRN450: Capstone 3 Credits

Plus:

Elective French courses at or above FRN-245 as needed to complete 11 courses with at least one course at or above FRN 399. Students are required to take at least one departmental French course during their senior year.

**Majors are required to spend a fall or spring semester studying in a French-speaking country. In exceptional circumstances, this requirement may be modified or waived by the department chair.*

World Languages Education - French (B.A.S.) Major Requirements

World Languages Education-French majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page 51), 37 credits of French and Linguistics courses, and 34 credits of Education courses (listed below).

Required French Courses (may vary based on placement):

- FRN205: Intermediate French I 3 Credits
- FRN206: Intermediate French II 3 Credits
- FRN241: Communication and Cultures I 3 Credits
- FRN242: Communication and Cultures II 3 Credits
- FRN245: Introduction to Linguistics 3 Credits
- FRN305: French Culture and Civilization-The Hexagon 3 Credits
- FRN306: Cultures of the Francophone World 3 Credits
- LIN350: Principles of Second Language Acquisition 3 Credits
- FRN330: Practicum in Elementary Language Instruction 1 Credit
- FRN308: Teaching a Modern Foreign Language 3 Credits
- FRN311: Survey of French Literature I 3 Credits
- FRN312: Survey of French Literature II 3 Credits

Plus

Elective French courses at or above FRN245 as needed to complete 11 courses with at least one course at or above FRN399. Students are required to take at least one departmental French course during their senior year.

Required Education Courses:

- EDC120: Introduction to Race and Inequity in American Education 3 Credits
- EDC220: Child and Adolescent Development, Learning, and Teaching: Theories and Applications 4 Credits
- SCD298: Secondary Field Experience in a Multicultural Society I 1 Credit
- SED211: Introduction to the Characteristics of Students with Exceptionalities 3 Credits
- SCD320: Curriculum, Instruction and Assessment in the Secondary School I 3 Credits
- SCD321: Practicum I for Curriculum, Instruction and Assessment in the Secondary School I 1 Credit
- SCD410: Classroom Management 3 Credits
- SCD432: Student Teaching Seminar Capstone 1 Credit
- SCD440: Practicum in Secondary Education 3 Credits
- SCD441: Secondary Student Teaching 12 Credits

**Majors are required to spend a fall or spring semester studying in a French-speaking country. In exceptional circumstances, this requirement may be modified or waived by the department chair.*

Degree Plan for French (B.A.)

Courses may vary based on placement	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
FRN205: Intermediate French I (3 credits)	X	
Core Course/Course in Second Major (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
FRN206: Intermediate French II (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
FRN241: Communication and Cultures I (3 credits)	X	
Core Course/Course in Second Major (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
FRN242: Communication and Cultures II (3 credits)		X
Third Year**		
FRN305: French Culture and Civilization-The Hexagon (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course/Course in Second Major (3 credits)	X	X
Core Course/Course in Second Major (3 credits)	X	X
FRN306: Cultures of the Francophone World (3 credits)		X
Fourth Year		
FRN311: Survey of French Literature I (3 credits)	X	
FRN450: Capstone (3 credits)	X	
Core Course/Course in Second Major (3 credits)	X	X
Core Course/Course in Second Major (3 credits)	X	X
Core Course/Elective (3 credits)	X	X
Core Course/Elective (3 credits)		X
FRN312: Survey of French Literature II (3 credits)		X

Degree Plan for World Languages Education - French (B.A.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
FRN205: Intermediate French I (3 credits), FRN241: Communication and Cultures I (3 credits), <i>or</i> higher level French course (3 credits) (based on placement)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
FRN206: Intermediate French II (3 credits), FRN242: Communication and Cultures II (3 credits), <i>or</i> higher level French course (3 credits) (based on placement)		X
EDC120: Introduction to Race and Inequity in American Education (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits)	X	
LIN245: Intro to Linguistics (3 Credits)	X	
FRN241: Communication and Cultures I (3 credits) <i>or</i> FRN305: French Culture and Civilization-The Hexagon (3 credits)	X	
EDC220 Child Devmnt & Theories Lrng (4 credits)	X	
SCD298: Secondary Field Experience in a Multicultural Society I (1 credit)	X	
SED211: Intro. to the Characteristics of Students with Exceptionalities (3 credits)	X	
Study Abroad (Preferred Spring Semester) (15 credits)		X
*PLT Praxis passed prior to end of term		
Third Year		
FRN305: French Culture and Civilization-The Hexagon (3 credits) <i>or</i> FRN311: Survey of French Literature I (3 credits) <i>or</i> FRN399: Special Topics in French Studies (3 credits)	X	
SCD320: Curriculum, Inst. and Assessment in the Secondary School I (3 credits)	X	
SCD321: Practicum I for Curriculum, Instruction and Assessment in the Secondary School I (1 credit)	X	
LIN350: Principles of Second Language Acquisition (3 credits)	X	
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)		X
Core Course (3 credits)		X
Core Course (3 credits)		X
FRN306: Cultures of the Francophone World (3 credits) <i>or</i> FRN312: Survey of French Literature II (3 credits) <i>or</i> FRN399: Special Topics in French Studies (3 credits)		X
FRN330: Practicum in Elementary Language Instruction (1 credit)		X
*Content Area Exam for Praxis passed prior to end of term		

Fourth Year		
FRN305: French Culture and Civilization-The Hexagon (3 credits) <i>or</i> FRN311: Survey of French Literature I (3 credits) <i>or</i> FRN399: Special Topics in French Studies (3 credits) (Cross-listed as FRN350: Capstone in French)	X	
FRN308: Teaching a Modern Foreign Language (3 credits)	X	
SCD410: Classroom Management (3 credits)	X	
SCD440: Practicum in Secondary Education (3 credits)	X	
Core Course (3 credits)	X	
SCD441: Secondary Student Teaching (12 credits)		X
SCD432: Student Teaching Seminar Capstone (1 credits)		X

French Minor Requirements

Students completing a minor in French take a minimum of six courses (18 credits). 100-level courses do not count towards the minor.

Required courses (may vary based on placement):

- FRN205: Intermediate French I 3 Credits
- FRN206: Intermediate French II 3 Credits
- FRN241: Communication and Cultures I 3 Credits
- FRN242: Communication and Cultures II 3 Credits

Select one of the following:

- FRN305: French Culture and Civilization-The Hexagon 3 Credits
- FRN306: Cultures of the Francophone World 3 Credits

Select one of the following:

- FRN311: Survey of French Literature I 3 Credits
- FRN312: Survey of French Literature II 3 Credits

Additional courses

Students choose as many additional courses at or above FRN 245 as needed to reach six courses.

Italian Studies Minor Requirements

Courses in Italian language are designed to provide opportunities for students to achieve proficiency in four key areas: reading, writing, listening and speaking, while adding to their cultural knowledge of Italy. Additional coursework focused on areas of Italian history, culture, and/or literature completed in either Italian or English taken at Salve Regina University or while participating in an approved study abroad program in Italy can be used to complete the Italian Studies minor.

Students completing a minor in Italian Studies take a minimum of 6 courses (18 credits). Completion of the Italian Studies minor requires participation in a summer short term or semester study abroad program in Italy.

Required courses:

- ITL205: Intermediate Italian I 3 Credits
- ITL206: Intermediate Italian II 3 Credits
- ITL241: Italian Culture & Civilization 3 Credits
or ITL242: Introduction to Italian Literature 3 Credits

Elective Courses:

Three elective courses (9 credits) in either Italian language or Italian--focused courses in any discipline. Additional upper-level Italian language courses are offered on study abroad. Students are encouraged to pursue Italian-focused courses related to or complementing their primary major. A dedicated faculty advisor will work with students to assist them in making elective choices that best complement their primary major as well as their academic and professional goals.

Spanish (B.A.) Major Requirements

Spanish majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 36–44 elective credits, and 33 credits (11 courses) in their major.

Required courses (may vary based on placement)

- SPA205: Intermediate Spanish I 3 Credits
- SPA206: Intermediate Spanish II 3 Credits
- SPA241: Communication and Cultures I 3 Credits
- SPA242: Communication and Cultures II 3 Credits
- SPA305: Spanish American Cultures and Civilizations 3 Credits
- SPA306: Spanish Culture and Civilization 3 Credits
- SPA311: Masters of Spanish American Literature 3 Credits
- SPA312: Masterpieces of Spanish Literature 3 Credits
- SPA450: Capstone 3 Credits

Plus:

Elective courses at or above SPA245 as needed to reach a total of 11 courses. At least one course must be at or above SPA399. Students are required to take at least one departmental Spanish course during their senior year.

**Majors are required to spend a fall or spring semester studying in a Spanish-speaking country. In exceptional circumstances, this requirement may be modified or waived by the department chair.*

World Languages Education - Spanish (B.A.S.) Major Requirements

World Languages Education-Spanish majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 37 credits of Spanish and Linguistics courses, and 34 credits of Education courses (listed below).

Required Spanish courses (may vary based on placement)

- SPA205: Intermediate Spanish I 3 Credits
- SPA206: Intermediate Spanish II 3 Credits
- SPA241: Communication and Cultures I 3 Credits
- SPA242: Communication and Cultures II 3 Credits
- SPA245: Introduction to Linguistics 3 Credits
- SPA305: Spanish American Cultures and Civilizations 3 Credits
- SPA306: Spanish Culture and Civilization 3 Credits
- LIN350: Principles of Second Language Acquisition 3 Credit(s)
- SPA330: Practicum in Elementary Language Instruction 1 Credit(s)
- SPA308: Teaching a Modern Foreign Language 3 Credits
- SPA311: Masters of Spanish American Literature 3 Credits
- SPA312: Masterpieces of Spanish Literature 3 Credits

Plus:

Elective Spanish courses at or above SPA245 as needed to complete 11 courses with at least one course at or above SPA399. Students are required to take at least one departmental Spanish course during their senior year.

Required Education Courses:

- EDC120: Introduction to Race and Inequity in American Education 3 Credits
- EDC220: Child and Adolescent Development, Learning, and Teaching: Theories and Applications 4 Credits
- SCD298: Secondary Field Experience in a Multicultural Society I 1 Credit
- SED211: Introduction to the Characteristics of Students with Exceptionalities 3 Credits
- SCD320: Curriculum, Instruction and Assessment in the Secondary School I 3 Credits
- SCD321: Practicum I for Curriculum, Instruction and Assessment in the Secondary School I 1 Credit
- SCD410: Classroom Management 3 Credits
- SCD432: Student Teaching Seminar Capstone 1 Credit
- SCD440: Practicum in Secondary Education 3 Credits
- SCD441: Secondary Student Teaching 12 Credits

**Majors are required to spend a fall or spring semester studying in a Spanish-speaking country. In exceptional circumstances, this requirement may be modified or waived by the department chair.*

Spanish Minor Requirements

Students completing a minor in Spanish take a minimum of six courses (18 credits). 100-level courses do not count towards the minor.

Required courses:

- SPA205: Intermediate Spanish I 3 Credits
- SPA206: Intermediate Spanish II 3 Credits
- SPA241: Communication and Cultures I 3 Credits
- SPA242: Communication and Cultures II 3 Credits

One of the following:

- SPA305: Spanish American Cultures and Civilizations 3 Credits
- SPA306: Spanish Culture and Civilization 3 Credits
- SPA322: Contemporary Hispanic Life: Total Immersion 3 Credits

One course (3 credits) in Hispanic literature (e.g., SPA311, SPA312, SPA421).

Additional Courses

Students choose as many additional courses at or above SPA245 as needed to complete six courses.

Spanish Minor for Health and Service Professions Requirements

Students completing a minor in Spanish for the Health and Service Professions take a minimum of six courses, including two courses during the required summer study abroad experience in the Dominican Republic, in addition to a one-credit senior pro-seminar (19 credits total.)

Required Courses

- SPA208: Spanish for the Professions 3 Credits
- SPA320: Hispanic Issues 1 Credit
- SPA323: Contemporary Caribbean Life: Total Immersion 3 Credits
- SPA325: Community Partnership: Theory and Engagement 3 Credits

Additional Courses:

Three elective courses (9 credits) in Spanish; one of these courses may be PTG201: Portuguese for Spanish Speakers.

Degree Plan for Spanish (B.A.)

Courses may vary based on placement	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
SPA205: Intermediate Spanish I (3 credits)	X	
Core Course/Course in Second Major (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
SPA206: Intermediate Spanish II (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
SPA241: Communication and Cultures I (3 credits)	X	
Core Course/Course in Second Major (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
SPA242: Communication and Cultures II (3 credits)		X
Third Year**		
SPA305: Spanish American Cultures and Civilizations (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course/Course in Second Major (3 credits)	X	X
Core Course/Course in Second Major (3 credits)	X	X
SPA311: Masters of Spanish American Literature (3 credits)		X
Fourth Year		
SPA306: Spanish Culture and Civilization (3 credits)	X	
SPA450: Capstone (3 credits)	X	
Core Course/Course in Second Major (3 credits)	X	X
Core Course/Course in Second Major (3 credits)	X	X
Core Course/Elective (3 credits)	X	X
Core Course/Elective (3 credits)		X
SPA312: Masterpieces of Spanish Literature (3 credits)		X

Degree Plan for World Languages Education - Spanish (B.A.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
SPA205: Intermediate Spanish I, SPA241: Communication and Cultures I, <i>or</i> higher level Spanish course (based on placement) (3 credits)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
SPA206: Intermediate Spanish II, SPA242: Communication and Cultures II, <i>or</i> higher level Spanish course (based on placement) (3 credits)		X
EDC120: Introduction to Race and Inequity in American Education (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits)	X	
SPA241: Communication and Cultures I (3 credits) <i>or</i> SPA305: Spanish American Cultures and Civilizations (3 credits) <i>or</i> SPA306: Spanish Culture and Civilization (3 credits)	X	
LIN245: Intro to Linguistics (3 Credits)	X	
EDC220 Child Devmnt & Theories Lrng (4 credits)	X	
SCD298: Secondary Field Experience in a Multicultural Society I (1 credit)	X	
SED211: Introduction to the Characteristics of Students with Exceptionalities (3 credits)	X	
Study Abroad (Preferred Spring Semester) (15 credits)		X
SPA242: Communication and Cultures II (3 credits) <i>or</i> SPA311: Masters of Spanish American Literature (3 credits)		X
*PLT Praxis passed prior to end of term		
Third Year		
SPA305: Spanish American Cultures and Civilizations (3 credits) <i>or</i> SPA306: Spanish Culture and Civilization (3 credits) <i>or</i> SPA399: Special Topics (3 credits)	X	
SCD320: Curriculum, Instruction and Assessment in the Secondary School I (3 credits)	X	
SCD321: Practicum I for Curriculum, Instruction and Assessment in the Secondary School I (1 credits)	X	
LIN350: Principles of Second Language Acquisition (3 credits)	X	
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)		X
Core Course (3 credits)		X
Core Course (3 credits)		X
SPA311: Masters of Spanish American Literature (3 credits) <i>or</i> SPA312: Masterpieces of Spanish Literature (3 credits) <i>or</i> SPA399: Special Topics (3 credits)		X
SPA330: Practicum in Elementary Language Instruction (1 credit)		X
*Content Area Exam for Praxis passed prior to end of term		

Fourth Year		
SPA399: Special Topics (3 credits) (Cross-listed as SPA350: Capstone in Spanish)	X	
SPA308: Teaching a Modern Foreign Language (3 credits)	X	
SCD410: Classroom Management (3 credits)	X	
SCD440: Practicum in Secondary Education (3 credits)	X	
Core Course (3 credits)	X	
SCD441: Secondary Student Teaching (12 credits)		X
SCD432: Student Teaching Seminar Capstone (1 credits)		X

Music, Theatre and Dance

Department Chair: Lindsay Guarino, M.F.A.

Coordinator of Music Education/Director of Applied Music: Donald St. Jean, D.M.A.

Coordinator of Music: Peter Davis, M. Mus.

Coordinator of Dance: Lindsay Guarino, M.F.A.

The Department of Music, Theatre and Dance at Salve Regina provides students with individualized attention and a wide range of training and performance experiences in the creative disciplines of music, theatre and dance.

A liberal arts education, in combination with a curriculum based in the performing arts, helps students realize their artistic potential, while acquiring skills that lead to lifelong learning. Through the discipline of performance, students explore concepts like team work, problem solving, community participation, active listening and the synergy that comes from working together to create a single end product. This process leads to improvement of self-image, presentation and development of human potential.

Whether they pursue their interests professionally or as an aesthetic outlet, our graduates possess the creative, collaborative and analytical skills necessary for success in whatever careers they choose. Our multi-dimensional programming prepares students for careers in performance and teaching, and serves as appropriate preparation for professional training programs or graduate studies in a variety of fields.

In alignment with the mission of Salve Regina University, the Department of Music, Theatre and Dance is committed to cultivating graduates with enduring values that enhance their ability to think critically, respond creatively, and to exercise sound judgment and responsible stewardship in the world.

Music

The Music program at Salve Regina University contributes to the general mission of the University by bringing students into contact with the rich heritage of musical arts. All courses in the music curriculum have an important goal: the awakening of the student's understanding and enjoyment of music. Each course strives toward sharpening the student's critical sense, thus enabling him/her to become a more discerning listener and accomplished performer. This is achieved by investigating that special quality found in art music and by performing such music in solo and ensemble settings. The program offers a range of private instruction in voice and instruments as well as a wide variety of performance opportunities.

The Salve Regina mission states the University "prepares men and women by imparting and expanding knowledge, developing skills and cultivating enduring values." The study of music at Salve Regina is beneficial for its many outcomes, which include the development of social behaviors such as cooperation, responsibility and multi-cultural sensitivity; personal behaviors such as integrated and "whole brain" learning and creativity, as well as the use of the appropriate technologies. Through the study of music education, students develop the skills and knowledge that enable them to contribute to the world through the vocation of teaching.

Music Program Goals

1. To provide a high quality, diverse education in music that includes excellence in performance, historical perspective and knowledge of the art form.
2. To offer a sufficient number of performance and learning opportunities for students to develop their craft.
3. To provide a learning environment that will assist Music Education students in meeting Rhode Island PK-12 certification criteria.
4. To provide foundational support and training that will enable Music Education students to contribute positively to the world through the vocation of teaching.
5. To provide a comprehensive learning environment that assists students in developing knowledge and skills that exceed the Rhode Island Professional Teaching Standards and standards set by the National Association of Schools of Music.
6. To develop knowledge and facility in the use of the current technology in music.

Dance

The Dance Program at Salve Regina University provides students with a curriculum to explore dance as a creative art form and as an intellectual pursuit. Through a comprehensive study of dance, including history, theory, criticism, technique, performance, and

composition, students are invited to investigate the many ways that dance functions in a society and cultivates a nuanced development of lifelong skills in the individual. Dance offers a pathway for each student to foster aptitudes for success: self-confidence, self-discipline, creative problem solving, sensitivity to others and perseverance. Through each course, performance, and outreach experience, students collaborate, think critically, take risks, and are encouraged to be their most authentic selves while honoring and appreciating the creative spirit of each individual.

Both the B.A. and the minor in dance require that students work closely with dance faculty to choose courses and design an educational experience relative to their own strengths and interests. Unique features of the program include a comprehensive study of American jazz dance, an emphasis on jazz and contemporary styles in dance productions, outreach experiences that empower and serve the Salve community and beyond, and a steady influx of guest artists that offer real world connections and fresh perspectives. These aspects compliment a Salve Regina liberal arts education and inspire connections across disciplines, allowing each student to carve out an individualized career pathway for future success.

The program goals/objectives are as follows:

1. To contribute to the culture of the Salve Regina and regional community, using dance to share perspectives, challenge perceptions, and celebrate humanity.
2. To offer courses that are current and varied, embracing the diverse styles and cultures that represent 21st century dance in America while providing a comprehensive study of jazz dance.
3. To provide instruction in the dance studio that is technically sound, integrates history and theory, and aligns with professional standards.
4. To give students opportunities in choreography, performance, and production where they develop artistry while gaining skills necessary for employment.
5. To nurture students to be forward-thinking, creative, and compassionate through processes that foster critical thinking, communication, and collaboration.

The student learning outcomes for dance are as follows:

1. Students will become knowledgeable in the histories, theories, and practices that have shaped dance with a specific focus on the trajectory of jazz dance from its roots to its many manifestations today.
2. Students will utilize critical thought and analysis, both verbally and in writing, to communicate ideas about dance.
3. Students will demonstrate facility in a range of dance styles and techniques, especially jazz, jazz-influenced, and rhythm-based contemporary styles.
4. Students will demonstrate leadership through collaborative processes that involve service to the community with commitment to the five critical concerns of the Sisters of Mercy: Earth, Immigration, Nonviolence, Racism, Women.
5. Students will develop artistry by engaging in creative processes (specifically choreography and performance).

Music (B.A.) Major Requirements

Required music courses, especially music lessons, must be started as early as possible, preferably in the freshman year. In order to major in Music, a student must audition, and be accepted into the department by a designated member of the faculty. Music majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 49–51 elective credits, and a minimum of 40 credits in their major. The student's program must be approved in advance by the Department Chair.

The required courses are:

Music Theory courses:

- MSC211: Theory I 3 Credits
- MSC212: Theory II 3 Credits
- MSC300: Theory III 3 Credits
- MSC301: Analysis 3 Credits

One of the following advanced theory courses:

- MSC401: Orchestration 3 Credits
- MSC403: Composition 3 Credits
- MSC405: Conducting 3 Credits

Music History courses:

A minimum of one course in Music History approved by the Music faculty.

Music Lessons:

Individual music lessons in the student's principal instrument or in voice (8 credits of MSI courses; including at least 4 semesters at the 200-level or above). Individual music lessons in a secondary area (2 credits). Voice majors must take MSC145: Language Orientation (1 credit) for one semester.

Major Recital:

- MSC400: Major Recital 0 Credit

A student may substitute a senior thesis or composition for **MSC400. A detailed proposal must be submitted to, and approved by, the Department Chair.*

Ensembles:

Music majors are required to participate in at least one of the following performing ensemble for 0 to 1 credit each semester. At least 6 MSP credits are necessary to fulfill degree requirements.

- MSP153: University Chorus 0-1 Credit
- MSP241: Jazz Ensemble 0-1 Credit
- MSP243: Symphonic Band 0-1 Credit
- MSP249: Orchestra 0-1 Credit
- MSP363: Madrigal Chorus 0-1 Credit

Electives:

- Additional three credits of electives in music 3 Credits

Capstone:

- MSC490: Music and the Human Experience 3 credits

**All music majors will be required to pass comprehensive examinations in music history and theory and examinations in ear training and in piano proficiency before the end of the final semester.*

Music Education (B.A.S.) Major Requirements

The major in Music education is intended to prepare students to apply for Rhode Island teacher certification in grades PK-12. Students must audition to be accepted into the department and fulfill requirements for acceptance into the Music Education major.

Music Education majors must complete the required credits in the university core (see page [51](#)) and 80 credits in their major to earn a bachelor's degree. Students are required to complete the following courses:

- MSC130: Vocal Methods 1 Credit
- MSC133: Woodwind Methods 1 Credit
- MSC134: String Methods 1 Credit
- MSC135: Brass Methods 1 Credit

- MSC136: Percussion Methods 1 Credit
- MSC211: Theory I 3 Credits
- MSC212: Theory II 3 Credits
- MSC220: History of Music through 1750 3 Credits
- MSC221: Bach to Rock: Music from 1750 to the Present 3 Credits
- MSC242: Elementary Methods 2 Credits
- MSC243: Instrumental Methods 2 Credits
- MSC244: Choral Methods 2 Credits
- MSC300: Theory III 3 Credits
- MSC301: Analysis 3 Credits
- MSC405: Conducting 3 Credits
- MSI - Individual lessons on major instrument or voice 8 Credits (including at least 4 semesters at the 200-level or above)
- MSC432: Student Teaching Seminar 1 Credit
- MSC440: Practicum in Secondary Education 3 Credits
- MSC441: Secondary Student Teaching 12 Credits
- MSC400: Major Recital 0 Credit
- MSC490: Capstone: Music and the Human Experience 3 Credits
- SCD220: Adolescent Development and Theories of Learning 4 Credits
- SCD212: Teaching Reading in the Content Area 3 Credits
- SED211: Introduction to the Characteristics of Students with Exceptionalities 3 Credits
- EDC120: Introduction to Race and Inequity in American Education 3 Credits

Ensembles:

Music Education majors are required to participate in at least one of the following performing ensemble for 0 to 1 credit each semester. At least 6 MSP credits are necessary to fulfill degree requirements.

- MSP153: University Chorus (0-1 Credit)
- MSP243: Symphonic Band (0-1 Credit)
- MSP249: Orchestra (0-1 Credit)

**Music Education majors must also have at least two semesters in MSP153, MSP243 or MSP249 in an area that is not associated with their primary instrument of study.*

One of the following pairs of courses:

- EDC298: Tutoring and Mentoring in a Multicultural Society I 1 Credit
- EDC299: Tutoring and Mentoring in a Multicultural Society II 1 Credit
- SCD298: Secondary Field Experience in a Multicultural Society I 1 Credit
- SCD299: Tutoring and Mentoring in a Multicultural Society II 1 Credit

Additional Requirement:

In addition, students will be required to pass comprehensive examinations in music history and theory, and proficiency exams in ear training, piano and guitar prior to student teaching.

Music Education Methods Courses

These courses are designed to provide students studying for the teaching profession with an understanding and functional level of playing instruments as well as a study of voice. Observation and practice of pedagogical methods in K-12 schools are integral to the instrumental/vocal methods curriculum.

- MSC130: Vocal Methods 1 Credit
- MSC133: Woodwind Methods 1 Credit
- MSC134: String Methods 1 Credit
- MSC135: Brass Methods 1 Credit
- MSC136: Percussion Methods 1 Credit
- MSC242: Elementary Methods 2 Credits
- MSC243: Instrumental Methods 2 Credits
- MSC244: Choral Methods 2 Credits

Degree Plan for Music (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT-100: First Year Transitions (1 credit)	X	
MSC211: Theory I (3 credits)	X	
MSI Individual Lesson (1 credit)	X	X
MSP Performing Ensemble (1 credit)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
MSC212: Theory II (3 credits)		X
MSC220: History of Music through 1750 (3 credits) <i>or</i> MSC221: Bach to Rock: Music from 1750 to the Present (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
MSC300: Theory III (3 credits)	X	
MSI Individual Lesson (1 credit)	X	X
MSP Performing Ensemble (1 credit)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
MSI Individual Lesson, Secondary (1 credit)	X	X
MSC301: Analysis (3 credits)		X
Third Year		
MSC Advanced Theory (3 credits)	X	
MSI Individual Lesson (1 credit)	X	X
MSP Performing Ensemble (1 credit)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
MSC Elective (3 credits)		X

Fourth Year		
MSI Individual Lesson (1 credit)	X	X
MSP Performing Ensemble (1 credit)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	
Elective (3 credits)	X	X
MSC400 (0 credits)		X
MSC490: Capstone (3 credits)		X

Degree Plan for Music Education (B.A.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
MSC211: Theory I (3 credits)	X	
MSI Individual Lesson (1 credit)	X	X
MSP Performing Ensemble (1 credit)	X	X
MSC 100-level Methods Course (1 credit)	X	X
MSC 100-level Methods Course (1 credit)	X	X
EDC120: Intro. to Race and Inequity in American Education (3 credits)	X	
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
MSC212: Theory II (3 credits)		X
MSC220: History of Music through 1750 (3 credits) <i>or</i> MSC221: Bach to Rock: Music from 1750 to the Present (3 credits) (one Spring Year 1, one Spring Year 3)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (one each semester)	X	X
MSC 100-level Methods Course (1 credit)	X	
MSC300: Theory III (3 credits)	X	
MSI Individual Lesson (1 credit)	X	X
MSP Performing Ensemble (0 credit)	X	X
MSC 200-level Methods Course (2 credits)	X	X
SED211: Intro. to the Char. of Students with Exceptionalities (3 credits)	X	
SCD298: Secondary Field Experience in a Multicultural Society I (1 credits)	X	
Core Course (3 credits)	X	X
MSC301: Analysis (3 credits)		X
SCD220: Adolescent Development and Theories of Learning (4 credits)		X
SCD299: Tutoring and Mentoring in a Multicultural Society II (1 credit)		X

Third Year		
MSI Individual Lesson (1 credit)	X	X
MSP Performing Ensemble (1 credit)	X	X
MSC 200-level Methods Course (2 credits)	X	
SCD212: Teaching Reading in the Content Area (3 credits)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
MSC220: History of Music through 1750 (3 credits) <i>or</i> MSC221: Bach to Rock: Music from 1750 to the Present (3 credits) (one Spring Year 1, one Spring Year 3)		X
MSC405: Conducting (3 credits)		X
Fourth Year		
MSI Individual Lesson (1 credit)	X	X
MSP Performing Ensemble (1 credit)	X	X
MSC440: Practicum in Secondary Education (3 credits)	X	
MSC490: Capstone (3 credits)	X	
Core Course (3 credits)	X	
Elective (3 credits)	X	
MSC432: Student Teaching Seminar 1 (credits) & MSC441: Secondary Student Teaching (12 credits)		X
MSC400: Major Recital (0 credit)		X

Music Minor Requirements

All students minoring in Music are required to engage in at least one department large ensemble and to perform in student recitals and juries every semester. Large ensembles include University Chorus, Madrigals, Concert Band, Jazz Band, and Orchestra. The following courses will not be applied to the Music minor: MSC111 and all instrumental/vocal classes (MSC120-126). A student completing a minor in music must first be interviewed and accepted by a designated member of the faculty. The student takes 18 music credits, approved in advance by the Department Chair.

Required courses:

- MSC211: Theory I 3 Credits
- MSC212: Theory II 3 Credits
- One Music History course (3 credits)

Additional Requirements:

The remaining nine credits are distributed among individual music lessons (MSI courses) and performing ensembles (MSP courses).

Instrumental/Vocal Classes

Instrumental and vocal class instruction is designed to introduce students with little or no experience to the fundamentals of voice or an instrument. Students who wish to study voice or an instrument must begin with class instruction (MSC120-126) if they do not have any musical background. Open to all students. No audition is required.

Prerequisite: Students in guitar, woodwind, string, and brass classes must bring their own instruments. Instrument availability is limited. Rental information is available. Course fee.

- MSC120: Voice Class 1 Credit

- MSC121: Piano Class 1 Credit
- MSC122: Guitar Class 1 Credit
- MSC123: Woodwind Class 1 Credit
- MSC124: String Class 1 Credit
- MSC125: Brass Class 1 Credit
- MSC126: Percussion Class 1 Credit

Theatre Arts (B.A.) Major Requirements

Students electing to major in Theatre Arts complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 29–34 elective credits, and 40 credits (14 courses) in their major:

- THE004: New York Theatre 1 Credit
- THE101: Introduction to Theatre Arts 3 Credits
- THE102: Beginning Acting 3 Credits
- THE135: Stagecraft 3 Credits
- THE211: Theatre History I 3 Credits
- THE212: Theatre History II 3 Credits
- THE318: Stage Management 3 Credits
- ENG325: Studies in Shakespeare 3 Credits
- THE384: Dramatic Theory and Criticism 3 Credits
- THE485: Thesis Preparation 3 Credits
- THE490: Senior Thesis 3 Credits
- THE461: Directing Theory and Action 3 Credits

Select two of the following 3-credit courses:

- THE231: Makeup for Stage and Film 3 Credits
- THE241: Script Analysis 3 Credits
- THE265: Stage Combat 3 Credits
- THE343: Theatre for Children and Youth 3 Credits
- THE360: Production I 1-3 Credits

All Theatre Arts majors must participate in four mainstage Theatre Arts productions: two as crew member and two as performer.

Theatre Arts Concentrations

For those Theatre Arts students interested in a professional career in a major market or going straight on to graduate school, we offer detailed concentrations in both Acting and Technical Theatre. Students take all of the above foundation courses and then add 12-14 credits in their area. Acceptance into a concentration requires approval from the program head and students are expected to focus their senior thesis around their area of concentration.

Acting Concentration Requirements

- THE201: Voice and Diction 3 Credits
- THE202: Intermediate Acting 3 Credits
- THE301: Scene Study: Classical Theatre 3 Credits
- THE302: Advanced Acting 3 Credits
- THE320: Acting in Film and Television 1 Credit
- THE430: The Business of Acting 1 Credit

Technical Concentration Requirements

- THE231: Makeup for Stage and Film 3 Credits
- THE311: Introduction to Scenic Design 3 Credits
- THE318: Stage Management 3 Credits
- THE334: The History and Use of Costume on the Stage 3 Credits

Theatre Arts Minor Requirements

Students completing a minor in Theatre Arts complete the following (18 credits):

- THE101: Introduction to Theatre Arts 3 Credits
- THE102: Beginning Acting 3 Credits
- THE135: Stagecraft 3 Credits
- THE212: Theatre History II 3 Credits
- THE004: New York Theatre 1 Credit
- THE311: Introduction to Scenic Design 3 Credits
- THE320: Acting in Film and Television 1 Credit
- THE430: The Business of Acting 1 Credit

Additional Requirement:

In addition, all Theatre minors must participate in two mainstage Theatre Arts productions: one as crew member and one as performer.

Degree Plan for Theatre Arts (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
THE101: Introduction to Theatre Arts (3 credits)	X	
THE102: Beginning Acting (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)		X
Core Course (3 credits)		X
UNV102: University Seminar II (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) <i>(one each semester)</i>	X	X
THE135: Stagecraft (3 credits)	X	
THE211: Theatre History I (3 credits)	X	
THE Elective (THE231, THE241, THE265, THE343, or THE360) (THE231: Makeup for Stage and Film Recommended) (3 credits)	X	
Core Course (3 credits)	X	X
THE212: Theatre History II (3 credits)		X
THE318: Stage Management (3 credits)		X
THE Elective (THE231, THE241, THE265, THE343, or THE360) (THE241: Script Analysis Recommended) (3 credits)		X
Third Year		
THE384: Dramatic Theory and Criticism (3 credits)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)		X
Elective (1-3 credits)		X
ENG325: Studies in Shakespeare (3 credits)		X
Fourth Year		
THE461: Directing Theory and Action (3 credits)	X	
THE430: The Business of Acting (1 credit)	X	
THE485: Thesis Preparation (3 credits)	X	
THE343: Theatre for Children and Youth (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)		X
THE004: New York Theatre (1 credits)		X
THE490: Senior Thesis (3 credits)		X

*Theatre majors may add a concentration in Acting or Technical Theatre. The concentrations require 12 to 14 credits additional, and students are expected to focus their senior thesis on their area of concentration.

Dance (B.A). Major Requirements

Students electing to major in Dance complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [57](#)), 31–33 elective credits, and 38 credits in their major:

Dance Studies (13 credits)

- DNC100: Dance in Society: Aesthetics and Cultural Contexts 3 Credits
- DNC210: Roots of Jazz Dance: Rhythm, Groove, and the American Experience 3 Credits
- DNC301: Dancing Histories 3 Credits
- DNC310: Arts for Social Action 1 Credit
- DNC490: Jazz Dance & Racial Justice Capstone 3 Credits

Dance Making (4 credits)

- DNC400: Choreography 3 Credits
- DNC401: Dance Composition 1 Credit

Dance Technique (15 credits)

Required technique courses:

- DNC231: Rhythm-Generated Jazz Styles & Techniques 2 Credits
- DNC331: Contemporary Jazz Styles & Techniques 2 Credits

Students take a minimum of 6 credits across at least three different dance styles from this list:

- DNC123: Tap Dance 1 Credit
- DNC125: Hip Hop Dance 1 Credit
- DNC220: Contemporary Dance II 2 Credits
- DNC222: Ballet II 2 Credits
- DNC230: West African Dance 1 Credit

Additional credits can come from the listing of courses above and below to fulfill the 15 required credits

- DNC080: Advanced Contemporary Workshop 1 Credit
- DNC120: Contemporary Dance 2 Credits
- DNC131: Theatrical Jazz Styles & Techniques 2 Credits
- DNC122: Ballet I 2 Credits
- DNC124: Dance for Musical Theatre 1 Credit
- DNC126: Conditioning for Dancers 1 Credit
- DNC127: Social Dance 1 Credit
- DNC231: Rhythm-Generated Jazz Styles & Techniques 2 Credits
- DNC331: Contemporary Jazz Styles & Techniques 2 Credits
- DNC370: Dance Performance 1 Credit
- DNC399: Special Topics 1-3 Credits

Critical Inquiry (6 credits)

Complete 6 credit hours from the following list. Courses should be selected in consultation with your advisor.

- AST201: American Civilization I: Introduction to American Studies 3 Credits
- BIO190: Nutrition 3 Credits

- ENG256: Writing for Public Relations 3 Credits
- ENG360: Social Media Strategies 3 Credits
- HIS299: American Civil Rights Movement 3 Credits
- MGT120: Management and Organizational Behavior 3 Credits
- MGT212: Business Communications 3 Credits
- MGT315: Event Planning and Facility Management 3 Credits
- SOA211: Race & Ethnic Relations 3 Credits
- SOA230: Gender and Sexuality: Cross-cultural Perspectives 3 Credits
- THE102: Beginning Acting 3 Credits
- THE318: Stage Management 3 Credits
- WGS200: Theory and Practice in Women, Gender, and Sexuality Studies 3 Credits

Dance Minor Requirements

The minor in dance allows students to further their knowledge and understanding of dance as a creative art form and study the many facets of dance, including theory, criticism, history, technique, body mechanics, injury prevention and composition. Students are encouraged to cultivate their strengths and find a unique artistic voice in preparation for future careers as performers, choreographers, and dance educators.

Students completing a minor in Dance complete the following (18 credits):

- DNC100: Dance in Society: Aesthetics and Cultural Contexts 3 Credits
or DNC210: Roots of Jazz Dance: Rhythm, Groove, and the American Experience 3 Credits
- DNC301: Dancing Histories 3 Credits
- DNC400: Choreography 3 Credits

Dance Technique (9 credits)

Students take a minimum of 6 credits across at least three different dance styles from this list:

- DNC123: Tap Dance 1 Credit
- DNC125: Hip Hop Dance 1 Credit
- DNC220: Contemporary Dance II 2 Credits
- DNC222: Ballet II 2 Credits
- DNC230: West African Dance 1 Credit
- DNC231: Rhythm-Generated Jazz Styles & Techniques 2 Credits
- DNC331: Contemporary Jazz Styles & Techniques 2 Credits

Additional credits can come from the listing of courses above and below to fulfill the 9 required credits:

- DNC080: Advanced Contemporary Workshop 1 Credit
- DNC120: Contemporary Dance 2 Credits
- DNC122: Ballet I 2 credits
- DNC124: Dance for Musical Theatre 1 Credit
- DNC126: Conditioning for Dancers 1 Credit
- DNC127: Social Dance 1 Credit
- DNC131: Theatrical Jazz Styles & Techniques 2 Credits
- DNC310: Arts for Social Action 1 Credit
- DNC370: Dance Performance 1 Credit
- DNC399: Special Topics 1-3 Credits
- DNC401: Dance Composition 1 Credit

Additional Requirements: In addition, all Dance minors must participate in one mainstage Theatre Arts production as a crew member.

Dance (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
DNC100: Dance in Society: Aesthetics and Cultural Contexts (3 credits)	X	
DNC210: Roots of Jazz Dance: Rhythm, Groove, and the American Experience (3 credits)		X
DNC Technique (2 credits)	X	X
UNV102: University Seminar II (3 credits)		X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Electives (up to 2 credits fall, 5 credits spring)	X	X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) <i>(one each semester)</i>	X	X
DNC301: Dancing Histories (3 credits)	X	
DNC231: Rhythm-Generated Jazz Styles and Techniques (2 credits)	X	
DNC Technique (2 credits fall, 3 credits spring)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Critical Inquiry (3 credits)		X
Electives (up to 3 credits fall, 4 credits spring)	X	X
Third Year		
DNC Technique (2 credits)	X	
Critical Inquiry (3 credits)	X	
DNC310: Arts for Social Action (1 credit)	X	
DNC331: Contemporary Jazz Styles and Techniques (2 credits)		X
DNC400: Choreography (3 credits)		X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	
Electives (up to 7 credits fall, 11 credits spring)	X	X
Fourth Year		
DNC490: Jazz Dance & Racial Justice Capstone (3 credits)		X
DNC401: Dance Composition (1 credit)	X	
Electives (up to 18 credits in the fall, 16 credits in the spring)	X	X

* Minimum of 120 credits required for undergraduate degree conferral.

*Electives can be supplemental DNC Technique courses or courses to fulfill a second major

*Dance majors can take up to 19 credits per semester when enrolled in at least one DNC Technique course

Nursing

Department Chair: Debra A. Cherubini, Ph.D., RN

Assistant Chair: Mary Lou Lyons, MSN, RN

The nursing educational program was established at Salve Regina University in 1949 and later became the first nationally accredited program in Rhode Island. True to the tradition of the Sisters of Mercy, the Department of Nursing creates a supportive learning community for students from all backgrounds and beliefs. The Department of Nursing endeavors to develop professional nurses who are liberally educated, ethically grounded, clinically competent providers of health care committed to human service and social justice regardless of the race, ethnicity or religion of the population served.

Committed to patient centered care, graduates will recognize and include the patient and family as full partners on the healthcare team. Graduates will be prepared to become lifelong learners, continuing to develop as health care providers and members of the global health partnership, crafting the role of the nurse of the future.

Graduates may earn a Bachelor of Science degree with a major in nursing by following one of two tracks, the pre-licensure plan of study or the degree completion plan of study for students who are already registered nurses. In the junior year, nursing majors who meet the qualifications are invited to join Sigma Theta Tau International, the international honor society of professional nurses.

Accreditation

Since its inception this baccalaureate program has maintained full approval by the Rhode Island Board of Nurse Registration and Nursing Education and is fully accredited by the Commission on Collegiate Nursing Education (CCNE).

Admission

Students who indicate on their Salve Regina application the desire to major in nursing may be accepted if they meet the entrance requirements of the University and the Department of Nursing. Due to the site requirements for experiential learning, the number of students accepted into the major is limited to ensure clinical placement.

In keeping with the drug-free workplace act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989, students in the Department of Nursing of Salve Regina University are expected to lead responsible lives and care for their own health and wellbeing so that they have the capacity to care for others. Substance abuse and its sequelae, addictive illness, impedes self-care and can lead to serious physical, psychological, and social problems ranging from loss of employment, loss of license to practice, and death.

Curriculum

The Bachelor of Science with a major in nursing prepares graduates to enter the profession as a provider of care; as leaders in the design, management and coordination of care; and as an ongoing contributing member of this profession prepared to continue with professional education. The Salve Regina University program of study in nursing provides students with the core knowledge required of health care professionals and the unique knowledge, attitudes, and skills required by the discipline of nursing. Graduates are prepared to practice competently in a variety of settings and provide for the health and healing of patients across the lifespan and along the continuum of health.

Within the scope of practice of a novice professional nurse, graduates will provide health promotion, disease prevention, and risk reduction treatments using evidence-based clinical reasoning, combined with information management, patient care technology, and personal leadership skills to address the complex health care needs of the individuals, families, groups, communities and populations. Graduates will deliver individualized, high quality, safe nursing care that identifies, respects, and addresses patients' differences, values, preferences and expressed needs.

In keeping with the mission of the University and the Department of Nursing, all nursing students participate in service learning, defined as a teaching and learning strategy that integrates meaningful community service with instruction and reflection that enriches the learning experience, teaches civic responsibility, and strengthens communities. Service learning allows nursing students to connect their academic coursework with their role of citizen. The service learning experiences differ from the

experiential learning courses in that a greater emphasis is placed on collaboration with the community of care in the development of the goals and objectives of the experience, reciprocal learning between participants and critical reflection.

Nursing (B.S.) Program

Students may achieve a Bachelor of Science degree in nursing through the pre-licensure track for high school graduates. To qualify for a Bachelor of Science degree with a major in nursing, students must have satisfactorily completed the plan of study specific to their track. Nursing majors complete 49–51 credits of core courses and 91–92 credits in their major. Specific courses and a minimum of 60 graded credits must be completed at Salve Regina University in order to be eligible for honors designation. A minimum of 30 credits, exclusive of credit by examination options, must be taken at Salve Regina University to meet the residency requirement of the University.

All nursing majors are subject to academic and financial policies published in this catalog such as federal loan eligibility, satisfactory academic progress, grading and graduation.

All graduates are prepared to continue their education for a master's and doctorate degree in nursing.

Honor Society

Sigma Theta Tau International recognizes high achieving nursing students and professionals. The mission of the Honor Society is advancing world health and celebrating nursing excellence in scholarship, leadership and service.

Academic Expectations

Students are expected to demonstrate professional, ethical behaviors during all aspects of their academic program. Academic courses provide the building blocks of learning with increasing levels of complexity and expected proficiency as students move through the nursing program. The 100 and 200 level courses provide foundational information for the 300 and 400 level courses. Students are expected to successfully complete all 100 and 200 level courses in preparation for the upper level course work required in the nursing major.

Students do not advance to the 300 level nursing courses unless they have earned at least the minimum grade of C in all 200 level prerequisite nursing courses. No nursing student may progress to the 400 level nursing courses until earning at least the minimum grade of C in all 300 level nursing courses.

Students who progress according to the suggested plan of study are given priority in classroom and clinical placements over students who take a leave of absence or who must repeat a course. Students who do not follow the plan of study will be placed in clinical courses on a space available basis. If there are more requests than there are spots available, preference will be given to students based on their overall GPA in nursing courses.

Nursing majors must maintain a minimum of a 2.700 GPA for progression and graduation in the program. Students must achieve a minimum grade of "C" (74) or "P" (pass in a pass/fail course) in the required courses of anatomy and physiology, chemistry, microbiology, and statistics as well as the nursing courses themselves. Policies for progression and retention within the major apply to all nursing students.

Academic Probation and Dismissal from the Nursing Major

Decisions regarding student acceptance, progression and retention within the major are based on the transcript current at the time the decision is made. Subsequent changes to the transcript will not retroactively alter the status of the student.

A student will be placed on probation if they receive a C- or below in a nursing prerequisite and/or nursing course. Two (2) grades of a C- or below in any nursing prerequisite and/or nursing course will result in dismissal from the nursing major. In addition, a student will be placed on probation if the student's GPA falls below the required 2.700. If a student's GPA falls below the required 2.700 for any two (2) semesters they will be dismissed from the nursing major. A student will be dismissed from the nursing major upon the event of a second probation caused by either GPA or course grades of C- or below.

Once a student is dismissed from the nursing major, they are not eligible for reinstatement.

Student Health

It is the responsibility of the student to inform the chair of the Nursing Department, the Clinical/Lab Coordinator, and relevant faculty of any ongoing health concerns or changes in health status. Unless otherwise informed it will be assumed that a student is healthy and fully capable of responding to the challenges of the classroom and experiential learning activities of this program.

Student Health Insurance

Students are personally and financially responsible for their own health care. Health insurance is required for nursing students. Students must furnish proof of current health insurance. Part-time students who do not have health insurance coverage may purchase it through the Salve Regina University Business Office.

Smoking

Salve Regina University and the sites for experiential learning promote smoke-free environments and nursing students are expected to abide by these policies. Students who smoke and wish assistance in quitting may seek assistance through programs offered by Salve Regina Health Services.

Substance Abuse Policy

Salve Regina University expects all members of its community to adhere to and abide by all federal, state, and local laws concerning illegal substances and alcohol. Specifically, the University prohibits the unlawful possession, use, or distribution of alcohol, prescription drugs or illicit drugs anywhere on University property or within the framework of a University function.

Substance abuse, whether alcohol or other substances, is a major issue because it can compromise not only the learning environment but also the collaborative care that is provided to patients. Professional standards require that nursing students must be free of chemical impairment during participation in any aspect of their nursing education program whether in the classroom, laboratory, or sites for experiential learning. This includes during travel to and from locations of experiential learning. Students must notify the chair of the Department of Nursing within five days of any criminal drug or alcohol arrest, arraignment and conviction.

In order to facilitate the identification and management of substance abuse problems, the Department of Nursing has adopted a written substance abuse policy. This policy is based on: (1) the assumption that addiction is an illness that can be successfully treated and that individuals can be returned to a productive level of functioning; and (2) the philosophy that the Department of Nursing is committed to assisting their students with recovery. Confidential information about various drug and alcohol counseling and rehabilitation programs will be provided to students.

Failure of a student to comply with this policy on substance abuse will result in disciplinary action that could include dismissal from the major, required completion of an appropriate rehabilitation program, and being reported to appropriate officials for prosecution under Rhode Island and United States law where penalties may include fines, imprisonment, or both. Details of this policy and procedure are found in the Department of Nursing Student Handbook.

Experiential Learning

Drug Screening Policy and Procedure

Health care facilities and organizations require that students who participate in experiential learning assignments be subject to the same standards as their employees. Accordingly, the Department of Nursing requires nursing students to submit to a minimum of one urine drug screening. A negative urine drug screen is a condition for participation in the clinical component of the program. Details of this policy and procedure are found in the Department of Nursing Student Handbook.

Professional Liability Insurance

All students must have professional liability insurance before participating in experiential learning. Nursing fees include the purchase by the University of Professional Liability Insurance for pre-licensure students.

Assignments for Experiential Learning

Students are provided with a variety of out-of-classroom assignments. Assignments are based upon students' educational needs in relation to curriculum and course objectives and the availability of sites with our educational partners. Specific assignments to agencies are subject to change as situations require.

Transportation

Transportation to sites for experiential learning is the responsibility of the student.

Clearance for Experiential Learning

No student will be allowed to start an experiential learning activity until a clinical clearance is obtained. Clinical clearance is granted by the Clinical/Lab Coordinator when all requirements are fulfilled. It is the responsibility of each nursing major to ensure that all items are on file four weeks prior to the start of the semester in which he or she will be having direct contact with patients.

Before the first course with experiential learning, all students must submit the following to the department's Clinical Coordinator: 1) documentation of a physical exam within the past 6 months, 2) documentation of having received the Tdap vaccine and a 2-step PPD, 3) record of varicella, Hepatitis B, measles, mumps, and rubella titers, 4) students must receive their Influenza vaccine by September 30th, 5) national criminal background check, 6) negative urine drug screen, and 7) current American Heart Association Basic Life Support for Health Care Providers certification.

In subsequent years, the following information must be on file in the nursing department: 1) a current annual PPD, 2) current CPR certification, and 3) current physical exam 4) negative drug screen.

Professional Behaviors and Attire

When Salve Regina University nursing students leave campus as part of their educational experience they represent not only themselves, but also the other members of the student body, the faculty, and the University as a whole. Professional behaviors and attire are expected at all times. Students must wear the appropriate University uniform when participating in experiential learning events. The student who does not comply may be barred from the activities. Details of this policy are found in the Department of Nursing Student Handbook.

Degree Plan for Nursing (B.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
BIO105: Human Anatomy and Physiology I (4 credits)	X	
CHM121: Chemistry of Human Health I (4 credits) or BIO207: Microbiology of Health and Disease (4 credits) (<i>One each semester</i>)	X	X
NUR150: Introduction to Professional Nursing (1 credits)	X	
Foreign Language I (3 credits) (Students are recommended to take this in their first semester)	X	
UNV102: University Seminar II (3 credits)		X
BIO106: Human Anatomy and Physiology II (4 credits)		X
Foreign Language II (3 credits)		X
Core Course (3 credits) (Psychology, Sociology/Anthropology, History, Visual & Performing Arts, or Literature)		X

Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
NUR230: Human Pathophysiology (3 credits)	X	
NUR240: Pharmacotherapy (3 credits)	X	
STA173: Statistical Methods (3 credits)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	X
NUR332: Holistic Health Assessment and Health Promotion (3 credits)		X
NUR333: Exp Lrn: Health Assessment and Fundamentals of Nursing (2 Credits)		X
NUR250: Normal and Therapeutic Nutrition (2 credits)		X
NUR216: Health Care Informatics (3 credits)		X
Third Year		
NUR334: Genetics and Genomics (3 credits)	X	
NUR336: Research and Evidence-based Practice (3 credits)	X	
NUR338: Care of Adults with Chronic Health Conditions (3 credits)	X	
NUR339: Experiential Learning: Care of Adults with Chronic Health Conditions (3 credits)	X	
Core Course (3 credits)	X	X
NUR344: Care of Adults with Acute Health Conditions (3 credits)		X
NUR345: Experiential Learning: Care of Adults with Acute Health Conditions (3 credits)		X
NUR346: Families in Transition: Care of Childbearing and Childrearing Families (3 credits)		X
NUR347: Experiential Learning: Care of the Childbearing and Childrearing Families (3 credits)		X
Core Course (3 credits)		X
Fourth Year		
NUR432: Care of Patients with Mental Health Conditions (3 credits)	X	
NUR433: Experiential Learning: Care of Patients with Mental Health Conditions (3 credits)	X	
NUR436: Care of Families in Transition: Aging and End-of-Life Care (3 credits)	X	
NUR437: Experiential Learning: Families in Transition: Aging and End-of-Life Care. (3 credits)	X	
NUR444: Public Health and Disaster Response Planning (3 credits)	X	
NUR449: Preparation for Licensure I (1 credits)	X	
NUR442: Care of Adults with Complex Health Conditions (3 credits)		X
NUR443: Experiential Learning: Care of Adults with Complex Health Conditions (3 credits)		X
NUR446: Leadership and Management (3 credits)		X
NUR450: Preparation for Professional Licensure (2 credits)		X
NUR451: Nursing Capstone (4 credits)		X

Pell Honors Program

Director: William P. Leeman, Ph.D.

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

The aim of the Pell Honors program, therefore, is to realize Senator Claiborne Pell's vision of education as the key to informed citizenship. One of the best ways to attain a liberal education - an education fit for a free individual and self-government - is through a serious study of the great ideas that have shaped human thought and history. Students pursue a challenging course of study comprised of courses mostly centered around significant texts and original sources.

The Pell Honors program is highly selective, but is open to students in any academic discipline. Students who demonstrate the strong potential for academic excellence, exhibiting both intellectual curiosity and a passion for learning, are identified during the admissions process. These students are invited to apply for acceptance into the program.

The honors program extends through the traditional four years of baccalaureate study but can be completed in three years. The program consists of the following main components:

1. Specially-designed honors sections of the University seminars, core courses and Special Topics seminars;
2. A study-abroad experience or a junior or senior-level internship;
3. Participation in a variety of academic opportunities that may include workshops, lectures, field trips, reading groups and discussions.

Pell Honors students must maintain a minimum 3.3 cumulative grade point average to remain in the program.

Pell Honors Four-Year Plan of Study

First year courses:

Participants are required to complete Pell sections of the following courses:

- UNV101: University Seminar I 3 Credits
- UNV102: University Seminar II 3 Credits
- Participants are also required to take Pell sections of courses in two of the following disciplines: Political Science, History, Economics and Sociology/Anthropology.

These courses help the student to fulfill the social science and history core requirements. Additional Pell designated courses in the social sciences and history may also be offered when available.

Second year courses:

Pell Scholars in their second year will be asked to take a Pell Special Topic course, **PEL299**, in each semester, for a total of two Special Topics courses. The offerings will vary each semester.

Pell Scholars are highly encouraged, but not required, to take Pell sections of core required courses PHL 225: Quest for the Good Life and RTS 225: Quest for the Ultimate.

Third and Fourth year courses:

Pell Scholars in the Nursing, Education or Social Work fields complete field work within the major that will fulfill the Pell internship requirement. Biology or Chemistry majors may complete scientific laboratory research for credit to fulfill the Pell internship requirement. For all other internships, students are encouraged to complete an internship for course credit (e.g., a Business major might be interested in MGT-491: Professional Internship in Business).

Pharmacy (3+3 Dual Degree)

Department Chair: Steven B. Symington, Ph.D.

Salve Regina University along with the University of Saint Joseph offers a pathway for students to earn their Doctor of Pharmacy in six years. Students complete three years of study in biology or biochemistry at Salve Regina, followed by three years in Saint Joseph's Pharm.D. program.

Salve Regina University and the University of Saint Joseph have developed a pathway for students either enrolling in the Salve Regina University B.S. in Biology or the B.A. in Biochemistry to earn the Pharm.D. in six years. The pathway, 3+3 Pharm.D., uses courses and curricula in the existing and approved programs. The first three years of the 3+3 program are devoted to undergraduate coursework at Salve Regina University. The student will take courses in the major, core courses and electives that include prerequisite coursework for the pharmacy program.

The requirements for entering the Pharm.D. program are satisfied by some of the undergraduate major courses, many of the core courses and a few of the electives needed for students to have the 120 credits for an undergraduate degree at the University of Saint Joseph. Students prepared in Biology or Biochemistry who pursue training as pharmacists from the University's 3+3 Pharm.D. program will not only have an excellent foundation for Pharmacy School, but will begin their career early, filling the need for highly qualified pharmacists.

Students will apply for the Pharm.D. program in the third year of their undergraduate program. Students would graduate with their BS degree in Biology or B.A. degree in Biochemistry in their 4th year and take part in commencement with the Salve Regina University community. In the first 3 years, students would complete **ALL** Salve Regina University core requirements and complete 61 of the 75 credits required for the BS in Biology, or 47 of the 55 credits required for the BA in Biochemistry.

Biology (B.S.) Leading to Pharm.D.

Students complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 22–33 elective credits, and 75–78 credits (20 courses) in their major:

- BIO111: General Biology I 4 Credits
- BIO112: General Biology II 4 Credits
- BIO210: Microbiology 4 Credits
- BIO220: Cell Biology and Chemistry 4 Credits
- BIO253: Genetics: Classical, Molecular and Population 4 Credits
- BIO305: Human Anatomy 4 Credits
- BIO325: Human Physiology 4 Credits
- BIO471: Biology Capstone 3 Credits
- Six biology electives (15-20 credits) from the 200-level or above at least four of which must have a laboratory associated with them OR five biology electives (18-20 credits) from the 200-level or above, at least three of which have laboratory associated with them AND 3 or more credits of Independent Research (BIO497 and/or BIO498).
- CHM113: General Chemistry I 4 Credits
- CHM114: General Chemistry II 4 Credits
- CHM205: Organic Chemistry I 4 Credits
- CHM206: Organic Chemistry II 4 Credits
- MTH191: Applied Calculus 3 Credits
- PHY205: Principles of Physics I 4 Credits
- PHY206: Principles of Physics II 4 Credits

Degree Plan for Biology (B.S.) 3+3 Leading to Pharm.D.

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
BIO111: General Biology I & Lab (4 credits)	X	
CHM113: General Chemistry I & Lab (4 credits)	X	
MTH191: Applied Calculus (3 credits)	X	
UNV102: University Seminar II (3 credits)		X
BIO112: General Biology II & Lab (4 credits)		X
CHM114: General Chemistry II & Lab (4 credits)		X
STA173: Statistical Methods (3 credits)		X
ECN101: Introductory Macroeconomics (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
BIO220: Cell Biology and Chemistry & Lab (4 credits)	X	
CHM205: Organic Chemistry I & Lab (4 credits)	X	
Literature Core Course (3 credits)	X	
Foreign Language Core Course (3 credits)	X	X
CHM206: Organic Chemistry II & Lab (4 credits)		X
BIO253: Genetics: Classical, Molecular and Population (4 credits)		X
Visual & Performing Arts Core Course (3 credits)		X
Third Year		
BIO210: Microbiology (4 credits)	X	
BIO305: Human Anatomy (4 credits)	X	
PHY201: General Physics I & Lab (4 credits)	X	
History Core Course (3 credits)	X	
Religious & Theological Studies Core Course (3 credits)	X	
BIO471: Biology Capstone (3 credits)		X
BIO325: Human Physiology (4 credits)		X
PHY202: General Physics II & Lab (4 credits)		X
Social Science Core Course (3 credits)		X
Philosophy Core Course (3 Credits)		X
Fourth Year at University of Saint Joseph		
PHCY701: Introduction to the Profession of Pharmacy (2 credits)		
PHCY704: Pharmaceutical Calculations (3 credits)		
PHCY710: Introduction to Pharmacochemistry (2 credits)		
PHCY715: Protein Function (2 credits)**		
PHCY716: Information Metabolism: Nucleic Acids and Cellular Cm (2 credits)**		
PHCY717: Carbohydrate, Lipid and Amino Acid Metabolism (2 credits)**		
PHCY730: Pharmacochemistry of the Autonomic Nervous System (2 credits)**		
PHCY731: Pharmacochemistry of the Cardiovascular, Renal and Blood-Clotting Systems (2 credits)**		

PHCY732: Pharmacochemistry of Drugs with Actions on Smooth Muscle Systems (2 credits)**
PHCY737: Pharmacochemistry of the Central Nervous System (2 credits)**
PHCY750: Pharmaceutics (4 credits)**
PHCY752: Pharmaceutical Science Lab (1 credit)**
PHYC703: Introduction to Self-Care Therapeutics (1 credit)
PHYC706: Communication Skills (1 credit)
PHYC720: Pharmacy Administration (3 credits)
PHYC721: Pharmacoeconomics (2 credits)
PHYC722: Biostatistics and Literature Evaluation (2 credits)
PHYC761: Introduction to Pharmacy Practice Experience 1 (1 credit)
Fifth and Sixth Year at University of Saint Joseph

* Minimum of 120 credits required for undergraduate degree conferral.

** University of Saint Joseph courses noted with two asterisks will transfer to Salve Regina University to count toward Biology electives for B.S. degree. Courses for years five and six to meet degree requirements will be specified by University of Saint Joseph.

Biochemistry (B.A.) Leading to Pharm.D.

Biochemistry (B.A.) majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page 51), 54 credits (14 courses) in their major, and 15–17 elective credits:

Required Courses (Chemistry and Biology) (35 credits)

- CHM113: General Chemistry I 4 Credits
- CHM114: General Chemistry II 4 Credits
- BIO112: General Biology II 4 Credits
- BIO210: Microbiology 4 Credits
- BIO305: Human Anatomy 4 Credits
- BIO325: Human Physiology 4 Credits
- CHM205: Organic Chemistry I 4 Credits
- CHM206: Organic Chemistry II 4 Credits
- BCH403: Biochemistry 4 Credits

Choose two: Cell Biology, Analytical Chemistry or Physical Chemistry Courses from the following (8 Credits):

- BIO220: Cell Biology and Chemistry 4 Credits
- CHM425: Chemistry of Proteins 3 Credits
- CHM430: Molecular Spectroscopy of Bio-macromolecules 3 Credits
- CHM435: Biophysical Chemistry 3 Credits
- CHM440: Chemical and Enzyme Kinetics 3 Credits
- CHM445: Medicinal Natural Products 3 Credits
- CHM450: Total Synthesis of Natural Products 3 Credits
- CHM455: Organic Chemistry of Drug Design and Drug Action 3 Credits
- CHM460: Bioinorganic Chemistry 3 Credits
- CHM465: Metals in Cells 3 Credits

Mathematics and Physics (12 credits):

- MTH195: Calculus I 4 Credits
- MTH196: Calculus II 4 Credits
- PHY205: Principles of Physics I 4 Credits
- STA173: Statistical Methods 3 Credits

Degree Plan for Biochemistry (B.A.) 3+3 Leading to Pharm.D.

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
CHM113: General Chemistry I & Lab (4 credits)	X	
MTH195: Calculus I (4 credits)	X	
ECN101: Introductory Macroeconomics (3 credits)	X	
Foreign Language Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
CHM114: General Chemistry II & Lab (4 credits)		X
BIO112: General Biology II & Lab (4 credits)		X
MTH 196: Calculus II (4 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
Cell Biology, Analytical Chemistry or Physical Chemistry Course (4 credits)	X	
CHM205: Organic Chemistry I & Lab (4 credits)	X	
Literature Core Course (3 credits)	X	
Visual & Performing Arts Core Course (3 credits)	X	
Cell Biology, Analytical Chemistry or Physical Chemistry Course (4 credits)		X
CHM206: Organic Chemistry II & Lab (4 credits)		X
History Core Course (3 credits)		X
Psychology Core Course (3 credits)		X
Third Year		
BIO305: Human Anatomy (4 credits)	X	
BCH403: Biochemistry (4 credits)	X	
PHY205: Principles of Physics I (4 credits)	X	
CHM410: Topics in Chemistry and Research Capstone (3 credits)	X	
BIO210: Microbiology (4 credits)		X
BIO325: Human Physiology (4 credits)		X
Religious & Theological Studies Core Course (3 credits)		X
Philosophy Core Course (3 credits)		X
STA173: Statistical Methods (3 credits)		X
Fourth Year Courses at University of Saint Joseph that Transfer to Salve Regina University		
PHCY701: Introduction to the Profession of Pharmacy (2 credits)**		
PHCY704: Pharmaceutical Calculations (3 credits)**		
PHCY710: Introduction to Pharmacochemistry (2 credits)**		
PHCY716: Information Metabolism: Nucleic Acids and Cellular Cm (2 credits)**		

PHCY717: Carbohydrate, Lipid and Amino Acid Metabolism (2 credits)**
PHYC720: Pharmacy Administration (3 credits)**
PHYC751: Pharmacokinetics and Biopharmaceutics (4 credits)
Fifth and Sixth Year at University of Saint Joseph

* Minimum of 120 credits required for undergraduate degree conferral.

** University of Saint Joseph courses noted with two asterisks will transfer to Salve Regina University to count toward Biochemistry courses for B.A. degree. Additional courses for years four, five, and six to meet degree requirements will be specified by University of Saint Joseph.

Philosophy

Department Chair: Craig Condella, Ph.D.

Philosophy, or the love of wisdom, embraces a number of diverse traditions from the West and the East. The Department of Philosophy draws on this enriching diversity while being sensitive to and supportive of the Roman Catholic heritage of the University's tradition. Philosophy introduces students to representative philosophical issues in human life, and cultivates in them a capacity to apply philosophical methods to intellectual, moral, and social problems. Such issues are complex and controversial, and, while there are no easy answers, it matters greatly which answers are accepted or decided on. Engaging in philosophy develops a critical mind, a balance of analytic and interpretive abilities, a capacity for the imaginative development of abstract formulations and their concrete application in human society.

Students hoping to major or minor in Philosophy must have achieved a cumulative grade point average of 2.7 at the time of application to the department. Majors and minors are required to maintain a grade point average of 3.0 in Philosophy courses and a cumulative grade point average of 2.7 overall.

Philosophy (B.A.) Required Courses

Philosophy majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 41–47 elective credits, and 30 credits (10 courses) in their major. Students in the major may take a maximum of three courses at the 100 level and four courses at the 200 level.

Choose one of the following courses:

- PHL120: Logic 3 Credits
- PHL125: Philosophy of the Human Person 3 Credits

Take the following course

- PHL225: Quest for the Good Life 3 Credits

Choose ONE course from each of the following areas

Ancient Philosophy

- PHL126: The Pre-Socratics, the Sophists, and Socrates 3 Credits
- PHL130: Ancient Philosophy 3 Credits
- PHL201: Classical Political Philosophy 3 Credits
- PHL230: Plato 3 Credits
- PHL231: Aristotle 3 Credits
- PHL339: Great Thinkers in Ancient Philosophy 3 Credits
- PHL439: Topics in Ancient Philosophy 3 Credits

Medieval Philosophy

- PHL140: Medieval Philosophy 3 Credits
- PHL141: Medieval Political Philosophy 3 Credits
- PHL242: Thomas Aquinas 3 Credits
- PHL349: Great Thinkers in Medieval Philosophy 3 Credits
- PHL449: Topics in Medieval Philosophy 3 Credits

Modern Philosophy

- PHL202: Modern Political Philosophy 3 Credits
- PHL203: Modern Philosophy 3 Credits
- PHL250: Continental Rationalism 3 Credits

- PHL251: British Empiricism 3 Credits
- PHL350: Idealism 3 Credits
- PHL359: Great Thinkers in Modern Philosophy 3 Credits
- PHL459: Topics in Modern Philosophy 3 Credits

Contemporary Philosophy

- PHL204: Contemporary Philosophy 3 Credits
- PHL260: Applied Ethics 3 Credits
- PHL261: Classic American Philosophy 3 Credits
- PHL360: Phenomenology 3 Credits
- PHL361: Existentialism 3 Credits
- PHL362: Analytic Philosophy 3 Credits
- PHL369: Great Thinkers in Contemporary Philosophy 3 Credits
- PHL459: Topics in Modern Philosophy 3 Credits

Electives

Students choose three additional electives (9 credits) in consultation with their major advisor.

Senior Seminar

- PHL490: Senior Seminar Capstone 3 Credits
Open to seniors in the major. Exceptions to be approved by the department chair.

Philosophy Minor Requirements

Students completing a minor in Philosophy take a minimum of six philosophy courses (18 credits).

Choose one of the following:

- PHL120: Logic 3 Credits
- PHL125: Philosophy of the Human Person 3 Credits

Take the following course

- PHL225: Quest for the Good Life 3 Credits

Choose one course from any of the four subject areas: ancient, medieval, modern or contemporary philosophy.

Additional Requirements:

Students choose three electives at the 200 level or above in consultation with their advisor.

Degree Plan for Philosophy (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
Core Course- RTS Course Recommended (3 credits)	X	
Core Course- Foreign Language I Recommended (3 credits)	X	
Core Course- History Course Recommended (3 credits)	X	
Elective (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
Core Course- Visual or Performing Arts Course Recommended (3 credits)		X
Core Course- Language II Recommended (3 credits)		X
Core Course- English Course Recommended (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
PHL120: Logic (3 credits) or PHL125: Philosophy of the Human Person (3 credits)	X	
One Ancient Philosophy Course: PHL126, PHL130, PHL201, PHL230, PHL231, PHL339, or PHL439 (3 credits)	X	
Core Course- Math Course Recommended (3 credits)	X	
One Medieval Philosophy Course: PHL140, PHL141, PHL242, PHL349, or PHL449 (3 credits)		X
Core Course- Science Course Recommended (4 credits)		X
Elective (3 credits)	X	X
Elective (3 credits)		X
Third Year		
One Modern Philosophy Course: PHL202, PHL203, PHL250, PHL251, PHL350, PHL359, or PHL459 (3 credits)	X	
PHL Elective (300 or 400 Level) (3 credits) (<i>one each semester</i>)	X	X
Core Course- Social Sciences Recommended (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
One Contemporary Philosophy Course: PHL204, PHL260, PHL261, PHL360, PHL361, PHL362, PHL369, or PHL459 (3 credits)		X
Fourth Year		
PHL Elective (400 Level) (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
PHL490: Capstone (3 credits)		X

Political Science and International Relations

Department Chair: Luigi Bradizza, Ph.D.

Aristotle described political science as the "highest and ruling science" for human actions because it aims at the human good in the most comprehensive sense. Those who study political science inquire into the permanent questions of justice and the good life, as well as the particular, urgent decisions facing leaders and citizens in the United States and the international arena. The Department of Political Science and International Relations provides students with essential knowledge of institutions and regimes, legislation and constitutional law, diplomacy and war, while also grounding students in the teachings of the great political philosophers.

Our program offers a major and minor in Political Science, a Master of Arts degree in International Relations, and an online Ph.D. degree in International Relations/Area Studies. Course work covers the full range of the discipline's subfields: American politics, comparative politics, international relations and political theory. Majors may complete a concentration in American Government and Public Law or in International Relations and Comparative Politics; alternatively, they may major without a concentration.

Led by a highly qualified, approachable faculty, our small classes provide students with the opportunity to interact closely with each other and with their professors. Our challenging curriculum hones students' skills of critical reasoning, research, writing, speaking, planning and organization, teaching them how to gather relevant information, form logical and clear arguments and articulate their thoughts. With this training, our majors are well prepared for both graduate programs and professional careers. While many attend law school, others find success in such fields as international relations, national intelligence, homeland security, law enforcement, lobbying, teaching, business, and the nonprofit sector.

Through the University's accelerated program, highly motivated and qualified undergraduates can earn both a bachelor's degree in political science and a master's degree in international relations within five years.

Not more than three Political Science transfer courses, with the permission of the department chair, may be applied toward fulfillment of the major or minor. Majors and minors are required to achieve grades of C- or higher in all Political Science courses.

Students who declare the major beyond the sophomore year do not need to take the Gateway course at the 100-level but must take an additional upper level elective instead.

Combined Bachelor's/Master's Degree program leading to a Master of Arts in International Relations

Salve Regina University offers an accelerated program of study that leads to both a bachelor's and a master's degree within five years. Political Science students, who plan to earn a graduate degree in international relations, may take advantage of this combined bachelor's/master's degree program. This program is designed for the University's highly motivated, academically talented and qualified undergraduates with a recommended grade point average of 3.30 or higher. Current undergraduates must complete the application process by February 15 of the junior year. Students interested in pursuing a combined bachelor's/master's degree program should contact their advisor as soon as they develop that interest.

Undergraduate students considered for the combined bachelor's/master's degree program are conditionally accepted into the master's program and may take four graduate courses (12 credits) during their senior year. Of these 12 credits, six are applied to the undergraduate degree. Final program acceptance is contingent upon successful completion of the undergraduate degree and four graduate courses in the senior year. The total number of credits required to complete the combined bachelor's/master's degree program is 150, 24 of which are graduate credits taken in the fifth year. Undergraduate students may register for no more than two graduate courses per semester and for a total of no more than four graduate courses while having undergraduate status.

Ph.D. Degree in International Relations/Area Studies

For information on this program, please see this page: <https://salve.edu/international-relations-phd>.

Political Science (B.A.) Major Requirements

Political Science majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page 51), 32–37 elective credits, and 37 credits in their major. Majors take one introductory course at the 100-level, three foundation courses at the 200-level, a seven credit sequence of Skills for Success courses in the junior and senior years, and six elective credits at the 200-level and above.

Gateway to Political Science (3 credits)

Take one of the following two courses; the other course will not count for the major.

- POL115: The American Political System 3 Credits
- POL120: How to Rule the World: Intro to International Relations 3 Credits

Political Theory Foundation (3 credits)

Take one of the following two courses; the other course may count as an elective for the major:

- POL201: Classical Political Philosophy 3 Credits
- POL202: Modern Political Philosophy 3 Credits

American Government Foundation (3 credits)

Every major will take the following course:

- POL215: American Government: Classic and Contemporary Readings 3 Credits

International Relations and Comparative Politics Foundation (3 credits)

Take one of the following two courses; the other course may count as an elective for the major:

- POL211: International Relations & Diplomacy 3 Credits
- POL240: Comparative Politics 3 Credits

Skills for Success (7 credits)

Every major will take the following three courses:

- POL372: Seminar in Research and Methodology 3 Credits
- POL400: Guided Research Capstone 3 Credits
- POL402: Multi-Media Research Application Capstone 1 Credit

Electives (18 credits)

In addition to the required courses listed above, majors will take six additional Political Science courses at the 200-level or above.

Political Science Minor Requirements

Students completing a minor in Political Science take a minimum of six courses (18 credits):

- POL211: International Relations & Diplomacy 3 Credits
- POL215: American Government: Classic and Contemporary Readings 3 Credits

One of the following:

- POL201: Classical Political Philosophy 3 Credits
- POL202: Modern Political Philosophy 3 Credits

Three elective Political Science courses at the 100-level or above, but no more than one at the 100-level (9 credits).

Degree Plan for Political Science (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
POL115: The American Political System (3 credits) or POL120: How to Rule the World: Intro to International Relations (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
POL Elective (3 credits)		X
UNV102: University Seminar II (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
POL211: International Relations & Diplomacy or Core Course (3 credits)	X	
POL201: Classical Political Philosophy or Core Course (3 credits)	X	
POL Elective (3 credits)	X	
Core Course (3 credits)	X	X
POL240: Comparative Politics or Core Course (3 credits)		X
POL202: Modern Political Philosophy or Core Course (3 credits)		X
Elective (3 credits)		X
Third Year		
POL Elective (3 credits)	X	X
POL215: American Government: Classic and Contemporary Readings (3 credits)	X	
Core Course (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
POL372: Seminar in Research and Methodology (3 credits)		X
Fourth Year		
POL400: Guided Research Capstone (3 credits)	X	
POL Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)		X
POL402: Multi-Media Research Application Capstone (1 credit)		X

Concentrations

The major does not require a concentration. Majors in Political Science may, however, take either of two concentrations: Political Science, American Government and Public Law or Political Science, International Relations and Comparative Politics Concentration. To complete a concentration, four of the six electives (12 out of the 18 elective credits) must be taken from one of the following lists.

American Government and Public Law Concentration Requirements

The three courses taken as part of the Foundation requirement—Theory Foundation (POL201 or POL202) and American Government Foundation (POL215) will not count toward a concentration.

Take four courses from the following list:

- POL 201 Classical Political Philosophy or POL 202 Modern Political Philosophy (whichever course is not taken to fulfill the Political Theory Foundation requirement) 3 Credits
- POL222: American Legal History 3 Credits
- POL247: State Government Internship 3 Credits
- POL299: Special Topics 3 Credits
- POL324: American Political Thought 3 Credits
- POL398: Special Topics in American Government 3 Credits
- POL403: Constitutional Law and Development 3 Credits
- POL406: The Fourth Amendment: Search & Seizure 3 Credits
- POL414: Civil Liberties 3 Credits
- POL415: Modern American Foreign Policy 3 Credits
- POL421: Congress and the Legislative Process 3 Credits
- POL422: American Presidency 3 Credits

International Relations and Comparative Politics Concentration Requirements

The three courses taken as part of the Foundation requirement—American Government Foundation (POL215) and International Relations and Comparative Politics Foundation (POL211 or POL240) will not count toward a concentration.

Take four courses from the following:

- POL 211 International Relations & Diplomacy or POL 240 Comparative Politics (whichever is not taken to fulfill the International Relations and Comparative Politics Foundation requirement) 3 Credits
- POL299: Special Topics 3 Credits
- POL331: Contemporary Latin America 3 Credits
- POL332: Contemporary Middle East 3 Credits
- POL333: Contemporary Africa 3 Credits
- POL334: Contemporary Asia 3 Credits
- POL345: International Environment and Development 3 Credits
- POL399: Special Topics in International and Comparative Politics 3 Credits
- POL415: Modern American Foreign Policy 3 Credits
- POL416: Contemporary Europe and Russia 3 Credits
- POL420: Political Economy of Industrial Societies 3 Credits

Students preparing for graduate school are recommended to take the following: STA 201, ECN 101, and one or two History courses (American, European, or Non-Western, depending on student's area of interest).

Psychology

Department Chair: Paula J. Martasian, Ph.D.

Modern Psychology is the science of behavior and mental processes and, as such, will interest anyone intrigued by the "why" of emotions, personal achievements, interpersonal interactions and cultural practices. It is an invaluable resource for anyone planning a career in which success is dependent upon understanding human motivations. Ultimately, the science of behavior and mental processes enables us to take an objective approach to analyzing complex personal and social problems and separate valid ideas from pseudo-psychology.

Psychology informs students to understand themselves better, to grow as a result of the experience, and to gain a healthy respect for others. Psychology also offers students an opportunity to study multifaceted issues that illuminate the total human experience. These issues include emotional and intellectual growth, developmental processes and changes throughout the life cycle, social forces affecting individual and group behavior, deviation from mental health, human cognition, the quantification and measurement of behavior, ways of learning, biological factors, motivational forces, optimal human functioning and what makes humans unique in this world.

Our program seeks to individualize student's education based on the major subareas in current psychology with our student's interests, talents and passions. Coursework is based on the American Psychological Association guidelines and faculty areas of expertise. Motivated and independent learners are encouraged to augment their coursework with independent research and fieldwork. We encourage students to work closely with their advisor to make the most of their education and to reach their fullest potential.

In the courses offered by the department and, perhaps as important, in the personal one-on-one approach we take to our student's education outside of the classroom, we strive to carry on the goals of the University Mission. Our Goal is to nurture the enduring values of honesty, hard work, altruism, compassion, dignity, respect and service necessary for harmonious living in today's global family. The Psychology Department's goal is to assist our students in developing the skills and drive they will need to prepare themselves for the challenge of lifelong learning.

Combined Bachelor's/Master's Program Leading to the Master of Arts in Applied Behavior Analysis

Salve Regina University is the first in the US to offer an accelerated program of study that leads to both a bachelor's in Psychology and a master's degree in Applied Behavior Analysis (ABA) in five years. This program is designed for the University's highly motivated, academically talented and qualified undergraduates with a recommended grade point average of 3.30 or higher. Current undergraduates must complete the application process by February 15 of the junior year.

Undergraduate students considered for the combined bachelor's/master's degree program are conditionally accepted into the master's program and must take four graduate courses (12 credits) during their senior year. Of these 12 credits, six are applied to the undergraduate degree. Final program acceptance is contingent upon successful completion of the undergraduate degree and four graduate courses in the senior year. The total number of credits required to complete the combined bachelor's/master's degree program is 150, with 12 graduate credits completed during the senior year of undergrad and 24 graduate credits in the fifth year. Undergraduate students may register for no more than two graduate courses per semester and for a total of no more than four graduate courses while having undergraduate status.

Requirements for the Psychology Major or Minor

Students considering the Psychology major or minor should contact the department early in their University career to discuss their long-term goals, suggested sequences for courses, and the departmental requirements, as it is a great advantage to complete certain required courses such as PSY100 in their freshman year and PSY325 and PSY326 in their sophomore year (see below). Failure to get started early may jeopardize a student's ability to complete the major within the traditional four-year undergraduate career. We highly recommend semester study abroad experiences in the Junior year or summer study abroad programs.

Psychology (B.A.) Major Requirements

Matriculated students who begin their studies at Salve Regina as freshmen and wish to declare a major in this subject must earn (or be in the process of earning) a "C" (2.0), or better, in a Psychology course at the time they declare. Students, including

students in **PSY100** as a first course, may declare their major at the time set aside at midterm for registering for the next semester. Furthermore, to be consistent with University requirements, students must possess an overall GPA in their other University courses of a "C" (2.0) as well. Students who transfer in psychology credits and wish to declare Psychology as a major must take at least half of their courses in Psychology at Salve Regina and fulfill the same GPA requirements for students entering as freshmen, as described above. Students transferring in more than two Psychology courses will need to consult with the department before selecting their Psychology classes. Students will have their progress monitored regularly by the department as they advance through their courses. Satisfactory progress is defined as maintaining a minimum GPA of 2.0 overall and a minimum psychology GPA of 2.0 or better. In addition, students are expected to conduct themselves at all times, both on campus and off, in a manner that will not reflect unfavorably on either the University or the department.

Psychology majors complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [57](#)), 30–35 elective credits, and 39 credits (13 courses) in their major. Psychology majors must complete a minimum of 21 credits of their major courses at Salve Regina. For entering students to graduate in 8 semesters, students need to enroll and complete 15 to 16 credits each semester. For transfer students to graduate in a timely manner, students need to work closely with a Psychology Department Advisor in planning their course schedules.

All majors must take the following required courses:

- PSY100: Introduction to Psychology 3 Credits
- PSY310: Cognitive Psychology 3 Credits
- PSY325: Statistics and Research Methods I 3 Credits
- PSY326: Statistics and Research Methods II 3 Credits
- PSY350: Biological Psychology 3 Credits
- PSY430: History and Systems of Psychology Capstone 3 Credits
- Four additional PSY courses (12 credits)

One of the following courses:

- PSY220: Child Development 3 Credits
- PSY230: Adolescent and Adult Development 3 Credits

One of the following courses:

- PSY210: Applied Behavior Analysis I 3 Credits
- PSY320: Psychology of Learning and Behavior 3 Credits

One of the following courses:

- PSY250: Social Psychology 3 Credits
- PSY290: Cross-Cultural Psychology 3 Credits

Psychology majors interested in minoring in either Biology or Neuroscience are encouraged to take courses in Biology such as the **BIO 111-BIO 112 (General Biology) sequence or **BIO 105-BIO 106** (Human Anatomy), to fulfill their core curriculum science component. Other students may consider 2 of the following three credit courses **BIO 110** (Human Biology and Physiology), **BIO 140** (Humans and their Environment) or **BIO 190** (Nutrition) to fulfill their core curriculum science component.*

Psychology Minor Requirements

Students completing a minor in psychology must earn (or be in the process of earning) a C (2.0) in a psychology course, generally **PSY100**, before declaring. Minors may also declare mid-semester of their first course as described above for majors.

To graduate with a minor in Psychology, students must have taken at least six courses (18 credits) in psychology including PSY 100, four of which must be taken at Salve Regina University, and achieve a cumulative GPA in these courses of 2.0 (C).

Degree Plan for Psychology (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
PSY100: Introduction to Psychology (3 credits)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	X
PSY Elective (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
PSY250: Social Psychology (3 credits) <i>or</i> PSY290: Cross-Cultural Psychology (3 credits)		X
Core Course (BIO 110, BIO 140, or BIO 190 Recommended) (3 credits)		X
Workshop (1 credit)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
Foreign Language I (3 credits)	X	
PSY325: Statistics and Research Methods I (3 credits)	X	
PSY220: Child Development (3 credits) <i>or</i> PSY230: Adolescent & Adult Psychology (3 credits)	X	X
Core Course or Elective (3 credits)	X	X
Workshop (1 credit)	X	X
Foreign Language II (3 credits)		X
PSY326: Statistics and Research Methods II (3 credits)		X
Third Year		
PSY350: Biological Psychology (3 credits)	X	
PSY210: Applied Behavior Analysis: I (3 credits) <i>or</i> PSY320: Psy of Learning & Behavior (3 credits)	X	X
PSY Elective (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Workshop (1 credit)	X	X
PSY310: Cognitive Psychology (3 credits)		X
Fourth Year		
PSY430: History and Systems of Psychology Capstone (Fall or Spring) (3 credits) <i>or</i> PSY Elective (3 credits) (<i>one each semester</i>)	X	X
PSY Requirement or Elective (3 credits)	X	X
PSY Independent Research or Field Work (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X

Religious and Theological Studies

Department Chair: Jayme Hennessy, S.T.L., S.T.D.

The academic study of religion is a unique and exciting field. Those engaged in its pursuits ask the "big questions" of life, relying on reason and revelation to wrestle with perennial questions of meaning and value. At Salve Regina, the Department of Religious and Theological Studies pursues a path in which religious faith and critical thinking are mutually enlightening. This kind of dialogue-across disciplines, cultures, and religious traditions-is at the heart of the Catholic intellectual tradition. The faculty embraces this tradition and considers the study of religion itself to be important in two distinct yet interrelated ways.

First, seeking a deeper understanding of the world's religions is crucial to a liberal arts education in a global context. Studying religions, whether Christianity or other traditions, helps us explore who we are as human beings, both as individuals and as persons within cultures. Increased religious literacy leads to understanding, understanding leads to respect, and respect can lead to the sort of conversation that transmits wisdom.

Second, as has been true from the beginning of the great Catholic medieval universities, faith itself seeks understanding, which leads to theology. The Catholic tradition has a long history of intellectual engagement with other disciplines in a shared commitment to pursue truth. This remains as true today as it ever was, and hence the great conversation of academic theology continues.

The Religious and Theological Studies Department helps students bring their critical and creative intelligence to bear on religious practices and beliefs, particularly as they intersect with daily life. This requires the study of information and ideas, but also engagement with the images, symbols, and spiritual experiences at the heart of religions themselves. Majors and minors have the opportunity to explore both the more broadly religious and more specifically theological courses offered. The focus areas outlined on the following pages can help students choose a path of study that is appropriate for their interests and needs.

Majors in Religious and Theological Studies earn a versatile, strong liberal arts degree, valuable in multiple contexts. Many students find that an RTS major or minor enhances their chosen career path and thus add RTS to complement a second major. RTS students frequently enroll in graduate schools, not only in religion but also in business, history, and law. Others enter directly into the working world, whether in church-related contexts, social services, education, or corporate life.

Religious and Theological Studies (B.A.) Major Requirements

Students majoring in Religious and Theological Studies complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 42–47 elective credits, and 30 credits (10 courses) in their major. Requirements include the following:

- RTS225: The Quest for the Ultimate: Dialogue with Global Religious Traditions 3 Credits
- RTS262: What the Bible Really Tells Us: The Essential Course for Biblical Literacy 3 Credits
- RTS305: The Spiritual Quest 3 Credits
- RTS341: Explorations in Christian Theology 3 Credits
- RTS451: The Capstone Experience 3 Credits

One Scripture course:

- RTS316: The Satan Seminar 3 Credits
- RTS364: Understanding the Hebrew Scriptures 3 Credits
- RTS365: The Psalms and the Prophets: A Quest for God and Justice 3 Credits
- RTS372: Jesus and the Gospels: "Who Do You Say that I Am?" 3 Credits
- RTS374: The Life and Letters of St. Paul 3 Credits
- RTS375: Good Girls, Bad Girls: Women of the Bible 3 Credits
- RTS399: Special Topics 3 Credits (in Scripture)

One Ethics course:

- RTS321: Superheroes, Saints and Sinners: Spiritual Themes in Contemporary Fiction 3 Credits

- RTS325: Who Is My Neighbor? Mercy in the Christian Life 3 Credits
- RTS327: Techno human? Technology, Genetics, God and the Future of Humanity 3 Credits
- RTS332: Care for Creation: Christianity, Ethics and the Environment 3 Credits
- RTS334: Global Ethics 3 Credits
- RTS335: Social Ethics 3 Credits
- RTS336: Marriage and Family Life 3 Credits
- RTS337: Biomedical Ethics 3 Credits
- RTS338: Sexual Ethics 3 Credits
- RTS339: Friendship, Love & Romance: The Call to Intimacy 3 Credits
- RTS399: Special Topics 3 Credits (in Ethics)

One non-Christian Tradition course:

- RTS381: Engaging the Jewish Experience 3 Credits
- RTS382: Engaging the Muslim Experience 3 Credits
- RTS383: Engaging the Hindu Experience 3 Credits
- RTS384: Engaging the Buddhist Experience 3 Credits
- RTS399: Special Topics 3 Credits (in a non-Christian tradition)

Two RTS electives (6 credits).

Demonstrated proficiency in Information Literacy

**Students will craft their individual program of study in consultation with the department chair or another advisor from the department. Senior Religious and Theological Studies majors will, under the direction of a member of the department, engage in scholarly research and the development of a major thesis paper. This course is listed as Guided Research Capstone Experience (RTS451).*

Concentrations

Both majors and minors may, but need not, choose to build their program of study around a particular area by focusing their elective courses in specific ways. The department suggests the following possible concentrations. The student would select four courses (12 credits) from any given area.

- World Religions
- Ethics
- Scripture
- Christian Theology

Note: At times Special Topics Courses (**RTS399**) or Independent Study Courses (**RTS499**) may appropriately fall under a particular concentration as well.

World Religions Concentration Requirements

Select four courses (12 credits) from the following:

- RTS345: Engaging the Catholic Experience 3 Credits
- RTS381: Engaging the Jewish Experience 3 Credits
- RTS382: Engaging the Muslim Experience 3 Credits
- RTS383: Engaging the Hindu Experience 3 Credits
- RTS384: Engaging the Buddhist Experience 3 Credits

Ethics Concentration Requirements

Select four courses (12 credits) from the following:

- RTS321: Superheroes, Saints and Sinners: Spiritual Themes in Contemporary Fiction 3 Credits
- RTS325: Who Is My Neighbor? Mercy in the Christian Life 3 Credits
- RTS327: Techno human? Technology, Genetics, God and the Future of Humanity 3 Credits
- RTS332: Care for Creation: Christianity, Ethics and the Environment 3 Credits
- RTS334: Global Ethics 3 Credits
- RTS335: Social Ethics 3 Credits
- RTS336: Marriage and Family Life 3 Credits
- RTS337: Biomedical Ethics 3 Credits
- RTS338: Sexual Ethics 3 Credits
- RTS339: Friendship, Love & Romance: The Call to Intimacy 3 Credits

Scripture Concentration Requirements

Select four courses (12 credits) from the following:

- RTS262: What the Bible Really Tells Us: The Essential Course for Biblical Literacy 3 Credits
- RTS316: The Satan Seminar 3 Credits
- RTS364: Understanding the Hebrew Scriptures 3 Credits
- RTS365: The Psalms and the Prophets: A Quest for God and Justice 3 Credits
- RTS372: Jesus and the Gospels: "Who Do You Say that I Am?" 3 Credits
- RTS374: The Life and Letters of St. Paul 3 Credits
- RTS375: Good Girls, Bad Girls: Women of the Bible 3 Credits

Christian Theology Concentration Requirements

Select four courses (12 credits) from the following:

- RTS315: Thomas Aquinas: Background, Thought, and Legacy 3 Credits
- RTS326: Learning Theology with C. S. Lewis 3 Credits
- RTS328: Disability, Vulnerability, and Human Flourishing 3 Credits
- RTS340: Church in the Twenty-first Century 3 Credits
- RTS341: Explorations in Christian Theology 3 Credits
- RTS345: Engaging the Catholic Experience 3 Credits
- RTS347: Symbol, Icon & Beauty in Religious Traditions 3 Credits
- RTS355: Christian Jewish Relations: From Hostility to Hope 3 Credits
- RTS356: Contemporary Christian Spirituality 3 Credits

Religious and Theological Studies Minor Requirements

Students completing a minor in Religious and Theological Studies take six courses (18 credits) in the department, in consultation with the department chair.

Required Courses:

- RTS225: The Quest for the Ultimate: Dialogue with Global Religious Traditions 3 Credits
- RTS305: The Spiritual Quest 3 Credits
- Four elective courses 12 Credits

Degree Plan for Religious Studies (B.A.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
UNV102: University Seminar II (3 credits)		X
RTS225: Quest for the Ultimate (3 credits)		X
Second Year		
Scripture Course (RTS364, RTS365, RTS372, RTS374, RTS375, or RTS399) (3 credits)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	
Core Course (3 credits)	X	
PHL225: Quest for the Good Life (3 credits)		X
RTS262: What the Bible Really Tells Us (3 credits)		X
Non-Christian Tradition Course (RTS381, RTS382, RTS383, RTS384, or RTS399) (3 credits)		X
Elective (3 credits)		X
Elective (3 credits)		X
Third Year		
RTS341: Explorations in Christian Theology (3 credits)	X	
RTS Elective (3 credits)	X	X
Elective (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
RTS305: The Spiritual Quest 3 credit(s)		X
Ethics Course (RTS321, RTS325, RTS327, RTS332, RTS334, RTS335, RTS336, RTS337, RTS338, RTS339, or RTS399) (3 credits)		X
Fourth Year		
RTS Elective (3 credits)	X	
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
Elective (3 credits)	X	X
RTS451: Capstone (3 credits)		X

Social Work

Department Chair: Mary Montminy-Danna, Ph.D.

The Department of Social Work offers an accredited program leading to a Bachelor of Science degree in Social Work. The department has been accredited by the Council on Social Work Education since 1984. The curriculum provides a generalist education that prepares students for work with individuals, families, groups, communities and organizations. The program builds on the principles of social justice and students learn the values, skills and knowledge needed to intervene effectively on the individual, community and policy level to facilitate systemic change. Consistent with its mission, the department strives for the elimination of poverty, the eradication of oppression and the promotion of universal justice. The department also prepares students for generalist level practice and entry into the professional field of social work.

Social Work (B.S.) Major Requirements

Students electing to major in Social Work complete a minimum of 120 credits to earn a bachelor's degree: 49–51 credits of core courses (see page [51](#)), 30–35 elective credits, and 58 credits in their major. Two foundational courses, BIO110 (3 credits) and POL115 (3 credits), can be used to meet core curriculum requirements where applicable. Students must successfully complete **SWK120** and **SWK 120S** before officially being accepted into the Social Work Program.

Required Social Work Courses:

- SWK120: Social Problems: Analysis by Race, Class and Gender 3 Credits
- SWK120S: Social Problems: Service Learning 1 Credit
- SWK190: History of Social Work and Social Welfare Policy 3 Credits
- SWK215: Human Behavior and Diversity I 3 Credits
- SWK216: Human Behavior and Diversity II 3 Credits
- SWK320: Methods of Practice I 3 Credits
- SWK330: Methods of Practice II 3 Credits
- SWK360: Generalist Practice Seminar I 3 Credits
- SWK361: Generalist Practice Field Internship I 1.5 Credits
- SWK370: Generalist Practice and Seminar II 3 Credits
- SWK371: Generalist Practice Field Internship II 1.5 Credits
- SWK403: Research Methods I 3 Credits
- SWK404: Research Methods II 3 Credits
- SWK410: International Social Work 3 Credits
- SWK421: Senior Field Seminar I 3 Credits
- SWK422: Senior Field Internship I 3 Credits
- SWK451: Senior Field Seminar II 3 Credits
- SWK452: Senior Field Internship II 3 Credits
- SWK470: Integrative Seminar Capstone 3 Credits

One three-credit Social Work elective (3 credits).

Three one-credit Social Work electives (3 credits).

- SWK035: Music Therapy 1 Credit
- SWK060: Race, Class, Gender and Health 1 Credit
- SWK065: Affordable Housing 1 Credit
- SWK072: Human Sexuality across the Lifespan 1 Credit
- SWK073: Traumatic Experiences across the Lifespan 1 Credit
- SWK074: Environmental Issues in the 21st Century 1 Credit
- SWK075: Critical Issues in Presidential Elections 1 Credit
- SWK076: Evidence Based Practice 1 Credit

- SWK078: Grant Writing 1 Credit
- SWK083: Non-Violence and Mediation 1 Credit
- SWK084: Historical, Political and Sociological Aspects of Baseball in America 1950 to present 1 Credit
- SWK086: Effecting Change at State and Local Levels 1 Credit
- SWK087: Violence and the Workplace 1 Credit
- SWK089: Historical, Political and Sociological Aspects of U.S. and R.I. Baseball Up to 1950 1 Credit
- SWK091: Women, Healthcare & Policy: Across the Life Cycle 1 Credit
- SWK092: Political and Social Issues of Gambling 1 Credit
- SWK093: Sexuality and Alcohol 1 Credit
- SWK095: Relationship Violence 1 Credit
- SWK096: The Immigrant Experience 1 Credit
- SWK097: Pet Assisted Therapy 1 Credit
- SWK099: Conflict and Peace 1 Credit

**A Social Work major takes three one-credit workshops designed to address issues concerning diversity, oppression, social justice, and/or special populations (SWK030-SWK099) as one of the two required electives. SWK 087: Violence in the Workplace must be completed by all majors in the fall semester of the junior year. Students intending to major in Social Work should complete SWK120 with a grade of "C" or higher and a grade of P (Pass) in SWK 120S. Students in the major are required to achieve grades of "C" or higher in all Social Work courses.*

Foundational Courses:

- BIO110: Human Biology: Physiology and Health 3 Credits
- POL115: The American Political System 3 Credits

Curriculum Components

The curriculum is designed to help students achieve the nine Core Competencies and 31 Practice Behaviors delineated in The Council on Social Work Education's 2015 Educational Policy and Accreditation Standards and the one additional Core Competency and four Practice Behaviors required by the Social Work Department. Students are orientated to the profession of Social Work in **SWK120 and SWK120S**. Additional Social Work courses are arranged in five sequences:

Social Policy

- SWK190: History of Social Work and Social Welfare Policy 3 Credits
- SWK410: International Social Work 3 Credits

Human Behavior and Diversity

- SWK215: Human Behavior and Diversity I 3 Credits
- SWK216: Human Behavior and Diversity II 3 Credits

Research

- SWK403: Research Methods I 3 Credits
- SWK404: Research Methods II 3 Credits

Methods of Practice

- SWK320: Methods of Practice I 3 Credits
- SWK330: Methods of Practice II 3 Credits

Field Experience

- SWK360: Generalist Practice Seminar I 3 Credits

- SWK361: Generalist Practice Field Internship I 1.5 Credits
- SWK370: Generalist Practice and Seminar II 3 Credits
- SWK371: Generalist Practice Field Internship II 1.5 Credits
- SWK421: Senior Field Seminar I 3 Credits
- SWK422: Senior Field Internship I 3 Credits
- SWK451: Senior Field Seminar II 3 Credits
- SWK452: Senior Field Internship II 3 Credits

The Field Experience, the signature pedagogy of Social Work education, includes a minimum of 660 hours of professionally supervised practice in social service agencies. Electives and workshops on topics of special interest are offered each semester. A required capstone course (SWK470: Integrative Seminar**) is completed in the spring semester of the senior year.*

Human Services Minor Requirements

Students majoring in disciplines other than Social Work may minor in Human Services. Students in the minor take a minimum of seven courses (19 credits):

- SWK120: Social Problems: Analysis by Race, Class and Gender 3 Credits
- SWK120S: Social Problems: Service Learning 1 Credit
- SWK190: History of Social Work and Social Welfare Policy 3 Credits
- SWK215: Human Behavior and Diversity I 3 Credits
- SWK216: Human Behavior and Diversity II 3 Credits
- Two 300-level Social Work electives (6 credits)

Degree Plan for Social Work (B.S.)

	Fall	Spring
First Year		
UNV101: University Seminar I (3 credits) & FYT100: First Year Transitions (1 credit)	X	
SWK120: Social Problems: Analysis by Race, Class and Gender (3 credits)	X	
SWK120S: Social Problems: Service Learning (1 credits)	X	
POL115: The American Political System (3 credits)	X	
Social Work Workshop (1 credit)	X	X
Core Course (3 credits)	X	X
Core Course (3 credits)		X
UNV102: University Seminar II (3 credits)		X
SWK190: History of Social Work and Social Welfare Policy (3 credits)		X
BIO110: Human Biology: Physiology and Health (3 credits)		X
Second Year		
RTS225: Quest for the Ultimate (3 credits) <i>or</i> PHL225: Quest for the Good Life (3 credits) (<i>one each semester</i>)	X	X
SWK215: Human Behavior and Diversity I (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)	X	X
Elective (3 credits)	X	X
Social Work Workshop (1 credit)	X	X
SWK216: Human Behavior and Diversity II (3 credits)		X
Third Year		
SWK087: Violence and the Workplace (1 credit)	X	
SWK320: Methods of Practice I (3 credits)	X	
SWK360: Generalist Practice Seminar I (3 credits)	X	
SWK361: Generalist Practice Field Internship I (1.5 credits)	X	
Social Work Elective (3 credits)	X	
Core Course (3 credits)	X	X
Core Course (3 credits)		X
SWK330: Methods of Practice II (3 credits)		X
SWK370: Generalist Practice and Seminar II (3 credits)		X
SWK371: Generalist Practice Field Internship II (1.5 credits)		X
Social Work Workshop (1 credit)		X
Fourth Year		
SWK403: Research Methods I (3 credits)	X	
SWK410: International Social Work (3 credits)	X	
SWK421: Senior Field Seminar I (3 credits)	X	
SWK422: Senior Field Internship I (3 credits)	X	
Elective (3 credits)	X	X
SWK404: Research Methods II (3 credits)		X
SWK451: Senior Field Seminar II (3 credits)		X
SWK452: Senior Field Internship II (3 credits)		X
SWK470: Integrative Seminar Capstone (3 credits)		X

COURSE DESCRIPTIONS

Accounting

ACC101: Financial Accounting (4 Credits)

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

ACC104: Managerial Accounting (4 Credits)

Prerequisite(s): ACC101

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

ACC201: Intermediate Accounting I (4 Credits)

Prerequisite(s): ACC101

This course provides a study of more advanced financial reporting techniques expanding on financial accounting concepts introduced in ACC101. Students will take a more in-depth look at the conceptual framework, the development of financial accounting and reporting standards, accrual accounting and the accounting cycle. Understanding the components, presentation, and purpose of the income statement, statement of comprehensive income, balance sheet, statement of shareholders' equity, and statement of cash flows is an integral part of this course. Additional topics include earnings quality, revenue recognition, internal control, and accounting for cash, cash equivalents, receivables, inventories, long-term operational assets, and investments. Actual annual reports are used to illustrate the real world application of the concepts covered. Generally Accepted Accounting Principles (U.S. GAAP) are compared to International Financial Reporting Standards (IFRS) for topics covered in this course.

ACC311: Intermediate Accounting II (4 Credits)

Prerequisite(s): ACC201

Expanding on financial accounting concepts covered in ACC201 - Intermediate Accounting I, this course takes a more advanced look at the required financial statements and the related notes to the financial statements prepared in accordance with Generally Accepted Accounting Principles (U.S. GAAP). The focus will be on accounting for and analyzing current liabilities, long-term liabilities, and shareholders' equity. Topics include employee compensation, contingencies, notes, bonds, leases, deferred taxes, pensions and other post-retirement benefits, shareholder equity accounts, share-based compensation, and earnings per share for both simple and complex capital structures. Actual annual reports are used to illustrate the real world application of the concepts covered. Generally Accepted Accounting Principles (U.S. GAAP) are compared to International Financial Reporting Standards (IFRS) for topics covered in this course.

ACC322: Cost Accounting (3 Credits)

Prerequisite(s): ACC104, accounting majors only

This course provides a study of the accounting information used by organizations to plan, control, implement, evaluate, and report business activities. Topics include cost classifications, cost behaviors, organizational strategy, job order costing, process costing, activity-based costing, cost management, break even analysis, cost-volume-profit analysis, variable costing, absorption costing, differential analysis, capital investment decisions, operating budgets, financial budgets, flexible budgets, standard costs, variance analysis, and pricing. Case studies will be used to reinforce these topics as the course progresses.

ACC331: Federal Income Taxes I (3 Credits)

Prerequisite(s): ACC101

This course examines Federal income taxation of individuals by initially introducing students to the formation of tax policy by Congress, the courts and its administration by the Internal Revenue Service. Students study the basic components of the taxable income of individuals including deductions for, and deduction from adjusted gross income as well as tax credits. Students use tax software to plan and complete simulated individual tax returns. Comparisons will be made between Generally Accepted

Accounting Principles (U.S. GAAP) and the International Financial Reporting Standards (IFRS) for topics covered in this course. Students apply tax laws in a real, practical way for a prospective client.

ACC332: Federal Income Taxes II (3 Credits)

Prerequisite(s): ACC331

This course continues the study of taxation of individuals through the sales and exchanges of property, the related cost recovery, and the treatment of capital gains and losses. Students review the computation of the alternative minimum tax and are introduced to the taxation of corporations and partnerships. Students perform tax research and prepare tax returns based on case information. In addition, students will use ProSeries Tax Software to complete Individual, Partnership and Corporate tax returns. By using this software the student can realize how tax theory is implemented in a real world platform. In addition we have included the Advanced AARP certification which permits the student to participate in volunteer tax preparation if they so choose. As part of that process the student will learn another tax program giving them a different perspective which will support the theory learned in class.

ACC341: Accounting Information Systems (3 Credits)

Prerequisite(s): ACC101

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

ACC401: Advanced Accounting (3 Credits)

Prerequisite(s): ACC311

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

ACC404: Auditing (3 Credits)

Prerequisite(s): ACC311

This course exposes students to the auditing profession and the audit process. The CPA profession, demand for assurance services, professional ethics, and legal liability will be addressed. Audit objectives, evidence, planning materiality and risk, internal control and control risk, as well as fraud and information technology will be explored. The application of the audit process to various transaction cycles will be practically examined through the utilization of real-world case problems throughout the course.

ACC405: Accounting Theory and Practice (3 Credits)

Prerequisite(s): ACC311 and STA173

This course builds on and integrates a student's previous theoretical study of accounting with extensive use of real-world cases. The course requires students to identify salient accounting issues, research authoritative accounting literature, and analyze relevant data to arrive at a conclusion which is supported by their research. Students develop a data-driven mindset as they translate accounting and business problems into actionable proposals and clearly communicate complex accounting issues. The course provides students with hands-on experience utilizing professional databases, data analytics tools and techniques, and projects designed to refine their oral and written communication skills.

ACC491: Professional Internship in Accounting (3 Credits)

Prerequisite(s): Junior or senior standing or permission of instructor. The second internship (if approved) is applied as an elective.

The internship program is designed to provide students with the opportunity to gain practical work experience in a responsible position in a business or government agency. Interns are provided with meaningful work assignments and assigned research projects related to their work experience. Opportunities are developed in consultation with the course instructor and department

chair and require approval of both. A second internship is allowed (a total of six credits) provided the second internship is completed at a different organization. *Cross-listed with MGT491 and ECN491*

Administration of Justice

ADJ074: Introduction to Legal Research (1 Credit)

This workshop demonstrates practical applications of theories learned in the classroom. It is selected by the Department of Administration of Justice and is offered on an irregular basis.

ADJ076: The Law of Drunk Driving (1 Credit)

This workshop demonstrates practical applications of theories learned in the classroom. It is selected by the Department of Administration of Justice and is offered on an irregular basis.

ADJ080: Hate Crimes (1 Credit)

This workshop demonstrates practical applications of theories learned in the classroom. It is selected by the Department of Administration of Justice and is offered on an irregular basis.

ADJ081: Interview (1 Credit)

This workshop demonstrates practical applications of theories learned in the classroom. It is selected by the Department of Administration of Justice and is offered on an irregular basis.

ADJ082: Human Trafficking (1 Credit)

Provide a legal enforcement, cyber and social overview of the crimes involved with human trafficking and the abuse of children.

ADJ087: Financial Crimes (1 Credit)

This course will focus introducing the students to the world of anti-money laundering (AML) by providing them with a basic understanding of relevant money laundering statutes, teaching current investigative techniques and methods used in both the private and government sectors and providing real-life case studies.

ADJ088: Scientific Investigations (1 Credit)

This workshop demonstrates practical applications of theories learned in the classroom. It is selected by the Department of Administration of Justice and is offered on an irregular basis.

ADJ091: Domestic Violence (1 Credit)

This workshop demonstrates practical applications of theories learned in the classroom. It is selected by the Department of Administration of Justice and is offered on an irregular basis.

ADJ093: Homicide (1 Credit)

This workshop demonstrates practical applications of theories learned in the classroom. It is selected by the Department of Administration of Justice and is offered on an irregular basis.

ADJ098: Sex Crimes Investigations (1 Credit)

This workshop demonstrates practical applications of theories learned in the classroom. It is selected by the Department of Administration of Justice and is offered on an irregular basis.

ADJ100: Introduction to the Justice Process (3 Credits)

This course provides a survey of the justice process, including the nature of law, crime, and criminology, and the function of law in society; the role of the police, the courts, and the correctional agencies in the system. The coevolution of technology is introduced to provide students with an appreciation for the rapid development of crimes and crime fighting in today's global environment. Evidence-based policing and crime prediction concepts are reviewed. (Students employed as law enforcement officers are not required to take this course.)

ADJ110: American Judicial System (3 Credits)

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

ADJ210: Principles of Correctional Operations (3 Credits)

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

ADJ222: American Legal History (3 Credits)

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

Theme: Defining the American Experience

ADJ230: Juvenile Justice (3 Credits)

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

ADJ243: Comparative Law and Justice in a Deeply Cybered World (3 Credits)

This course will provide an overview of how legal and justice systems have evolved globally in a deeply cybered world. Students will develop an understanding of domestic and international cybercrime and cyber threat actors. The course will provide a comparative overview of the various norms, legislation, and judicial and law enforcement systems that have emerged globally to combat e-crime. Differing international perceptions of privacy, surveillance, civil liberties in cyberspace, data integrity, data manipulation, and data profiling will be examined through recent events such as the Edward Snowden leaks, the European Union ruling on Safe Harbor, and the recent Department of Justice indictments of Chinese and Iranian hackers, among others.

ADJ250: Women and Crime (3 Credits)

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

ADJ260: Principles of Digital Forensics (3 Credits)

This course will introduce students to principles of digital forensics. The essentials covered in this course will include computer system storage fundamentals, operating systems and data transmission, computer network architecture, digital forensics best practices, proper evidence collection and storage, and federal rules and criminal codes. Upon successful completion of this course, the student will be ready to proceed in more advanced and technical courses such as computer forensics, mobile device forensics, and malicious code forensics.

ADJ261: Information Security Essentials (3 Credits)

Students are provided an opportunity to network security, compliance and operations security, threats and vulnerabilities as well as application, data and host security. Moreover, topics such as access control, identity management, and cryptography are covered. This course is designed to prepare students to undertake the CompTIA Security + examination upon completion.

ADJ302: Criminal Law and Procedure Part I (3 Credits)

Prerequisite(s): ADJ100

This course will provide students with an introduction to the fundamental principles of criminal law and criminal procedure in the United States. In the Criminal Law section of this course, students will learn how our state and federal criminal statutes have developed over time, from the common law, the Constitution as well as legislative enactment to create criminal statutes in state and federal law. The core concepts of mens rea, actus reus and concurrence will be discussed, with special emphasis on the burden placed on the prosecution to prove the elements of the charged crimes by proof and evidence beyond a reasonable doubt. In the Criminal Procedure section of this course, students will examine the protections the 4th Amendment, 5th Amendment, 6th Amendment, 8th Amendment as well as the 14th Amendment provide to those individuals under criminal investigation by law enforcement. This course will also examine the Constitutional protections of individuals charged with violations of the criminal law during the investigatory, arraignment, pre-trial and trial processes.

ADJ303: Criminal Law (3 Credits)

Prerequisite(s): ADJ110

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

ADJ305: Internship in Administration of Justice I (3 Credits)

Prerequisite(s): Junior or senior Administration of Justice major or permission of the instructor

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

ADJ306: Internship in Administration of Justice II (3 Credits)

Prerequisite(s): ADJ305 and junior or senior Administration of Justice major or permission of the instructor

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

ADJ307: Criminal Law and Procedure Part II (3 Credits)

Prerequisite(s): ADJ302

This course will provide students with an in-depth understanding of advanced principles of criminal law and criminal procedure in the United States. In the Criminal Law section of this course, students will examine the elements of the common law crimes of Murder, Manslaughter, Rape, Robbery, Burglary, Arson, Assault and Battery, and more. In addition, students will learn the difference between the various classifications of criminal intent, and the impact criminal intent has on the government's ability to charge criminal suspects with particular criminal offenses. Finally, students will learn the procedural and affirmative defenses to crimes, and how procedural and affirmative defenses impact criminal law. In the Criminal Procedure section of this course, students will examine the procedural aspects of the criminal investigation and prosecution of individuals charged with criminal

offenses. The Constitutional protections of privacy, due process, statutes of limitation and other procedural safeguards will be studied, with the goal of understanding the balance between due process and crime control the rules of criminal procedure provide. This elective is recommended for any student interested in a career in law enforcement or as an attorney.

ADJ308: Criminal Procedure (3 Credits)

Prerequisite(s): ADJ303 or permission of the instructor

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

ADJ309: Torts (3 Credits)

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

ADJ312: Ethics in the Criminal Justice System (3 Credits)

This course addresses the ethical standards of conduct in policing and the justice system. It will examine the strains and pressures produced by and within a system of criminal justice. The greater social context of police/citizen contacts and moral standards inherent in each situation are examined with case studies of recent issues in illustration. Restraint, checks and balances, and solutions at the departmental, community, and legal level will be discussed and the ultimate values of justice and mercy delineated.

ADJ315: Computer Crime (3 Credits)

This course covers the essential aspects of computer crime including relevant laws, standards, agencies that monitor computer crime, and terminology. It explores current issues and legal principles.

ADJ318: Disruptive Technology, Innovation and National Security (3 Credits)

Prerequisite or co-requisite: ADJ260

Throughout history, cycles of technological innovation have fundamentally altered the character of national security, both internationally and domestically. This course analyzes the mechanisms by which rapid innovation can revolutionize national security by assessing disruptive technologies and innovation cycles. The course will be split into two parts: The first part of the course will examine what some have designated as 'revolutions in military affairs' (RMAs) and explore the technologies ranging from the longbow to the tank or radar that have fundamentally changed the character of warfare over the centuries. The second part will focus on current and future challenges tied to technological diffusion, and the instruments by which US law enforcement can evolve to mitigate against future technological threats. The growing ethical and legal issues associated with certain disruptive technologies will also be examined throughout the course.

ADJ320: White Collar Crime (3 Credits)

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

ADJ323: Introduction to Homeland Security and the Intelligence Community (3 Credits)

This course introduces students to the fundamental principles, structure, and function of homeland security and the intelligence community. It examines the four integrated functions of disaster management prevention/mitigation, preparedness, response and recovery. It analyzes strategies to enhance collaboration among the various intelligence agencies on local, state and federal levels.

ADJ325: Philosophy of Law (3 Credits)

Fulfills Core Requirement in Philosophy

Readings are drawn from the leading philosophical perspectives on law and include representative writers from the traditions of: natural law, legal positivism, historical jurisprudence and integrative legal studies. The intention is to deepen and broaden the student's understanding of the nature of law. The course proceeds beyond consideration of the "value-free" conception of the law

(as a body of rules enacted by the sovereign), to examine law's commitment to establishing justice and an order integrally directed to flourishing of the human good. The ethically centered inquiry is inspired by the University's mission, "to seek wisdom and promote universal justice." *Cross-listed with PHL325.*

Theme: What is Western Heritage?-Ancient and Modern

ADJ331: Punishment and Treatment of Juvenile Offenders (3 Credits)

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

ADJ350: Organized Crime (3 Credits)

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

ADJ351: American Prisons as Depicted in Film and TV (3 Credits)

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

ADJ353: Child and Family Policy (3 Credits)

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

ADJ399: Special Topics (3 Credits)

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

ADJ402: Evidence (3 Credits)

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

ADJ404: Introduction to Criminalistics (3 Credits)

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

ADJ411: Violent Offenders and Profiling (3 Credits)

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

ADJ414: Civil Liberties (3 Credits)

Fulfills Core Requirement in Social Sciences

This course covers civil rights and civil liberties in the United States, with special attention to issues related to freedom of religion, freedom of speech and press, the rights of the criminally accused, the right to privacy, economic rights, and disputes related to race and sex. Careful attention is paid to historical court cases and documents that illuminate the original meaning of the U.S. Constitution, as well as to more recent court cases that argue for a looser and more progressive method of interpretation. *Cross-listed with POL414.*

Theme: Defining the American Experience

ADJ416: Alternative Dispute Resolution (3 Credits)

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

ADJ430: Controversial Legal Issues (3 Credits)

This course explores the controversial legal issues that have become apparent since 9/11. The Patriot Act, strain between privacy interests and intelligence gathering, United States Supreme Court cases, and Human Rights issues will be studied. Using an historical approach and focusing on technological developments that make new forms of surveillance possible, it examines how constitutional issues are interpreted by the courts to determine constitutional rights and limits on government authority.

ADJ431: Justice and the Constitution (3 Credits)

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

ADJ443: Contemporary Trends/Issues in Justice Capstone (3 Credits)

Prerequisite(s): Senior Administration of Justice majors only

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

ADJ444: Special Projects: Police Community Relations (3 Credits)

Prerequisite(s): Senior Administration of Justice majors only

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

ADJ491: Internship (3 Credits)

This course allows students to apply their skills and knowledge outside the classroom while gaining practice work experience at an approved agency.

ADJ499: Independent Study (3 Credits)

Prerequisite(s): Proposal approved by the department chair

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

American Studies

AST190: Introduction to Archaeology, (3 Credits)

Archaeology is a sub-discipline of anthropology that deals explicitly with the past through the study of material remains. While archaeologists engage many of the same issues as other anthropologists, (e.g., social inequality, gender relations, colonialism), they must approach these issues from alternative perspectives using different research methods. In this course, students will consider how archaeologists formulate research questions; find, excavate, and date sites; collect, quantify, and analyze artifacts; and interpret data in order to create stories about life in the past. *Cross-listed with CHP190: Introduction to Archaeology / SOA190: Introduction to Archeology.*

AST201: American Civilization I: Introduction to American Studies (3 Credits)

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

Theme: Defining the American Experience

AST202: American Civilization II: Theory and Practice (3 Credits)

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

Theme: Defining the American Experience

AST215: American Music (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

An overview of the major developments of music in the United States and the Americas from the 17th century to the present, the course covers popular music as well as works for the concert hall. *Cross-listed with MSC215.*

Theme: Defining the American Experience

AST251: Sport in America (3 Credits)

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

Theme: Defining the American Experience

AST262: Classic American Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

Beginning with the colonial period and extending to John Dewey, this is a survey of social, moral, and metaphysical ideas that have proved to be significant in the U.S. *Cross-listed with PHL261.*

Theme: Defining the American Experience

AST299: Special Topics in American Studies (3 Credits)

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

AST301: American Architecture Survey (3 Credits)

This survey addresses the glut of styles of American architecture starting with the Jacobean and Georgian before the Revolution,

and culminating in the Postmodernism of today. The buildings examined include many found in Newport and on the Salve Regina University campus. *Cross-listed with ART301 and CHP301.*

AST303: American Art: 1650-1950 (3 Credits)

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

Cross-listed with ART303.

Lab Fee.

AST313: American Immigrant Experience (3 Credits)

Fulfills Core Requirement in History

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

Theme: Defining the American Experience

AST314: Realism and Naturalism in 19th-Century American Literature (3 Credits)

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

Cross-listed with ENG314.

AST315: The American Literary Renaissance (3 Credits)

Fulfills Core Requirement in Literature

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

Theme: Defining the American Experience

AST322: Urban America (3 Credits)

Fulfills Core Requirement in History

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

Theme: Defining the American Experience

AST365: Women's Magazines and the Construction of Gender (3 Credits)

With their glossy advertisements and their personal tone, women's magazines have long played a role in influencing the ways in which gender is performed. This class looks at some of the most influential women's magazines in media history--including *Cosmopolitan*, *Ms.*, *Godey's Lady's Book*, and *Vogue*--to explore the ways in which such publications defined new gender roles, reinforced traditional norms, and otherwise became forums for discussions of changing ideas of gender, sexuality and social rights. This course will also consider 21st century changes in the women's magazine industry and the ways in which the pressures of online publishing have effected representations of women and the position of women in the industry.

Cross-listed with ENG 365.

AST390: American Civilization III: Research Methods (3 Credits)

Prerequisite(s): Permission of program coordinator

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

AST397: Special Topics in Film (3 Credits)

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

AST399: Special Topics in American Studies (3 Credits)

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

AST490: American Civilization IV: Senior Thesis Capstone (3 Credits)

Prerequisite(s): Permission of program coordinator

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

AST491: Internship (3 Credits)

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

AST499: Independent Study (3 Credits)

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

Applied Technology

APT103: IC3 GS5 Certification: Internet and Computing Core Certification (3 Credits)

The course, Internet and Computing Core Certification (IC3), prepares students to sit for the IC3 computer literacy exam and introduces them to computer technology and concepts. The course maps to the IC3 standards and is organized into three key components: Computing Fundamentals, Key Applications, and Living Online. It provides thorough instruction on the various uses of the computer, important accessories, networking principles and covers key applications such as word processing, spreadsheets, and presentation applications. In addition, Internet and Computing Core Certification covers e-mail and Internet principles such as managing e-mail and contacts, searching for a topic online, and how computers affect everyday life. Class laboratory sessions help students review material and reinforce important topics covered in classroom lectures and allow students to demonstrate their knowledge of the material.

APT120: Issues in Technology: Past, Present, and Future (3 Credits)

Technology: Past, Present, and Future is a historical study and analysis of the development, implementation, and use of technology. The focus of the study goes beyond the analysis of what technologies are and how technologies work by challenging each student to question and answer the bigger question of why are these technologies important to society. By studying the why-aspects of technology students will develop a better understanding of the what- and how-aspects of these technologies. Students successfully completing the course will be able to make good predictions of future technologies.

APT160: Microsoft Word (1 Credit)

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

This class provides students the opportunity to learn or improve capabilities in specific software application.

APT161: Microsoft Excel (1 Credit)

Knowledge of Microsoft Excel provides capabilities needed to organize and process financial, statistical, and numerical

information using structured methods and formulas. The instructor will help students understand how to use the software, and also how and when to apply different tools to meet needs.

APT162: Microsoft PowerPoint (1 Credit)

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

APT164: Microsoft Visio (1 Credit)

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

APT165: Microsoft Access (1 Credit)

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

APT172: Collaboration Tools (1 Credit)

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

APT173: Adobe Presenter (1 Credit)

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

APT174: WordPress (1 Credit)

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

APT175: E-mail Marketing (1 Credit)

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

APT176: Adobe Acrobat Professional (1 Credit)

Students in this class will gain knowledge of how to apply this file format independent of application software, hardware, and operating systems.

APT203: Internet Application Development (3 Credits)

Prerequisite(s): APT103

Rapid application development tools combined with the outsourcing of traditional application programming efforts has changed the web-based and commercial software development landscape. Traditional programming environments and languages such as Java and C++ are giving way to software development suites and Rapid Application Tools (RAD) such as Asynchronous JavaScript and XML (AJAX). Students will be shown how to build a web-presence for small to medium size institutions. These tools and techniques can be used as baseline specifications for outsourced projects. Students will design and develop a robust and complete web-presence for a model institution or small business.

APT213: Enterprise Resource Management (3 Credits)

Prerequisite(s): APT103

The day-to-day operations of successful global businesses no longer allow information to be confined to information silos protected by departmental managers. Information needs to be shared internally and at the same time protected from competitors. Enterprise resource management is the study of information collection, storage, dissemination and use within a business that

covers a wide spectrum including: Supply Chain Management (SCM); Customer Service Management (CSM); purchasing, production, inventory, Quality Control Management (QCM); sales and marketing; Human Resource Management (HRM); Decision Support and Executive Information Systems (DSS and ES); and information security.

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

Prerequisite(s): Junior or senior status required

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

APT330: Advanced Information Systems: A+ Certification Preparation Course (3 Credits)

Prerequisite(s): APT103

This course prepares each student to sit for CompTIA A+ 801 and 802 exams. Students will become proficient in identifying, using, and troubleshooting computer and data communications hardware, software, and operating systems. Students will receive instruction and training in topics including: hardware and software installation, risk prevention maintenance, system configuration, and basic networking and security. Students will learn basic "best-practice" customer service issues, troubleshooting techniques, and customer communications skills.

APT340: Network+, Data Communications and Security (3 Credits)

Prerequisite(s): APT103

Students of technology need to learn and understand important conceptual and working-knowledge aspects of communications hardware, software, management, and security. Students will learn about the critical components of LANs, WANs, and Wireless Intranets and how these related to data communications integrity, reliability, and security issues. Students will study methods of communicating digital information over public and private communications networks, firewalls and Intrusion Detection Systems (IDS), and operations security. The course prepares student to sit for the CompTIA Network+ exam.

APT399: Special Topics in Applied Technology (3 Credits)

Courses offered in special focus areas as needed.

Art

ART071: Adobe InDesign (1 Credit)

Page Layout Design. This workshop introduces the basics of Adobe InDesign, a robust and easy-to-use page layout application. It is powerful enough to produce sophisticated magazine and newspaper layouts, along with newsletters, brochures, mailers, and so on. In this workshop, students create multipage documents organized for print production. They save files with color and printer specifications in mind.

ART072: Digital Drawing: Art & Business (1 Credit)

This workshop introduces the basics of Adobe Illustrator. You do not have to be a graphic designer to use Adobe Illustrator effectively, even though graphic artists have made Adobe Illustrator the "industry-standard" illustration software package. Adobe Illustrator is used primarily as a drawing program to produce a wide range of products, including logo design, product design, presentations, and page layout. The course introduces students to the Illustrator working environment, concentrating on the skills needed to create illustrations from scratch using vector tools.

ART074: Woodshop Safety & Tools (1 Credit)

This one-credit course offers practical, hands on experience and teaches safety precautions regarding the use of power, woodworking tools such as: the table saw; the chop saw; the stationary sanding belt; and the drill press. Required for all studio art majors.

ART075: Relief Printing (1 Credit)

This one-credit workshop provides a comprehensive overview of relief printing. From image development, reversal and transfer,

through carving, cutting and printing, students learn the fundamentals of this subtractive printmaking process through an introduction to linocut.

ART076: WordPress (1 Credit)

Web Design & Applications. This hands-on workshop is a practical introduction for beginners to Web Design. Students build a website from the ground up by using industry standard software and Internet applications. No coding experience is required. This workshop is for those looking to take the first steps to web development.

ART077: Silkscreen Printing (1 Credit)

ART078: Interactive Media Art (1 Credit)

This hands-on workshop explores ways to involve the viewer with digital art on a computer. Projects entail adding primary elements of interaction using graphics, audio, and animation. Previous knowledge of computer painting, programming, or animation are not required. The course provides a glimpse into the interdisciplinary field of Interaction Design.

ART079: Illustration Workshop (1 Credit)

Illustration is the art of visual communication. To illustrate is to interpret ideas and translate them into pictures that communicate clearly to others. Most often, we see the illustrator's work in picture books, magazines, advertisements, comics, graphic novels, game design, animation, and more. This weekend workshop offers an introduction to the tools and techniques of the illustrator.

ART080: iMovie/Final Cut Pro (1 Credit)

Movie Making. This workshop introduces the basics of editing movies on a computer. No previous knowledge of video editing is required. In this workshop, students create videos for web and broadcast media. Students start with basic video editing techniques and work up to powerful advanced features.

ART084: Adobe Photoshop (1 Credit)

This hands-on workshop explores ways to use Adobe Photoshop. No previous knowledge of computer graphics is required. Workshop projects are based on specific media outcomes in photography, graphic design, and painting.

ART086: Digital Animation (1 Credit)

Computer Animation. This hands-on workshop uses industry standard computer software to create animations. No previous knowledge of computer animation is required. Students learn concepts that are important from HD IMAX theatre to low-resolution animated GIFs.

ART087: Web Design (1 Credit)

Web Design & Response. This hands-on workshop is a practical introduction to Web Design for beginners. Students build a website from the ground up using HTML + CSS. No coding experience is required. This workshop is for those looking to take the first steps with web development.

ART088: Campus Architecture Tour (1 Credit)

This workshop explores both the architecture and the campus development of Salve Regina University. The focus is on both the historic buildings that make up the major centers of the campus (Ochre Court, Wakehurst, Vinland, Althorpe, and Fairlawn) and one modern institutional buildings that house the bulk of university operations (Miley Hall/Walgreen, O'Hare Hall, Rodgers Recreation Center, Our Lady of Mercy Chapel).

ART091: Freshman Art Seminar (1 Credit)

Prerequisite(s): Aspiring studio art or art history major

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

ART092: Printmaking: Monoprinting (1 Credit)

ART096: Sculpture: Metal Crafting (1 Credit)

ART099: The Element of Color (1 Credit)

ART100: Creativity and Technology (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

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

Theme: Engaging Creative, Aesthetic and Spiritual Experience

ART101: Art in Society (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

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

Theme: What is Western Heritage?-Ancient and Modern

ART102: Film, Art and Society (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

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

Theme: Defining the American Experience

ART106: Introduction to Art: Masterpieces (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

This course is for students with no intention of pursuing the more intensive art history surveys (ART208 and ART209). Treating architecture, painting, sculpture, and the decorative arts, the course embraces major styles and artists from cave times to the present. This course does not count towards an Art Major or Art Minor.

Theme: What is Western Heritage?-Ancient and Modern

ART131: Drawing I (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

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

Lab Fee.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

ART132: Drawing II (3 Credits)

Prerequisite(s): ART131

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

Lab Fee.

ART140: The Art of Website Design (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

This course will examine various methods of designing websites and publishing content online. Students will learn, analyze and utilize the basic building blocks of website programming as well as identify and employ latest techniques in website development. Students will create personal websites. Emphasis will be placed on effective design layout.

Theme: Engaging Creative Aesthetic and Spiritual Experience

ART150: Illustration I (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

This course is an introduction to the field of illustration, focusing on its relationship to both fine and applied arts. Illustration is explored as the art of interpreting ideas and feelings and translating them into pictures that communicate clearly to a given audience. Both historical and contemporary objectives of illustration are explored through a comprehensive set of style-driven lectures and related projects. Editorial illustrations, picture books, sequential art, and personal work will all be discussed.

Theme: Engaging Creative Aesthetic and Spiritual Experience

ART165: Photography, Race & Identity (3 Credits)

Fulfills Core Requirement in Visual and Performing Arts.

This hybrid studio and lecture course will examine the use of photographic images in the creation of narratives of cultural identity both historically and in the present day. Students will gain tools to analyze images in our ever-busier digital landscape and address ethical issues around the rise of citizen photojournalism. They will produce digital photographic series with a focus on building empathy and understanding across social, racial and economic barriers.

ART180: Historic Building Documentation (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

In this course, students gain initial field experience in historic preservation. The emphasis is on the investigation, preliminary documentation, and interpretation of buildings, sites, and objects. Students become familiar with terminology used in preservation and develop research and writing skills through a series of projects in and around Newport. This is a laboratory course. *Cross-listed with CHP 180.*

Theme: What is Western Heritage?-Ancient and Modern

ART200: Drawing III (3 Credits)

Prerequisite(s): ART131

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

Lab Fee.

ART202: Sculptural Concepts (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

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

Lab Fee.

Theme: Engaging Creative Aesthetic and Spiritual Experience

ART207: Introduction to Architecture (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

This course introduces the student to the history of Western Architecture, beginning with the ziggurats and pyramids of the ancient Near East and Egypt and continuing into the 21st century. Students will learn about structural principles common to all buildings, as well as issues of style and the cultural meaning of buildings. *Cross-listed with CHP 207.*

Theme: What is Western Heritage?-Ancient and Modern

ART208: History of World Art I: Prehistoric to 1400 (3 Credits)

This class is the first part of a year-long survey of world art covering from Prehistoric times through the Medieval period.

Students are introduced to major monuments of painting, architecture, and sculpture of world civilizations, and they learn how to locate these within the cultural and historical contexts in which they were created.

ART209: History of World Art II: 1400 to Today (3 Credits)

This class is the second part of a year-long survey of world art covering from the Renaissance to the present day. Students are introduced to major works of painting, sculpture, and architecture within European, American, and Non-western traditions.

Emphasis is placed on locating these works within the cultural and historical contexts in which they were created.

ART210: Interactivity I: Creating with Code (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

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

Lab Fee.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

ART231: Ceramics I: Clay, Culture and Creativity (3 Credits)

Fulfills Core Curriculum in Visual and Performing Arts

This introductory course presents the history and technology of ceramics in concert with a hands-on approach to studio practices.

A survey of the historic development of ceramics is presented as a vehicle for self-expression and cross-cultural appreciation.

Studio problems focus on the technology associated with ceramics along with the active process of making and evaluating.

Lab Fee.

Theme: Building Global Awareness

ART232: Ceramics II: Throwing on the Potter's Wheel (3 Credits)

Prerequisite(s): ART231 or permission of instructor

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

Lab Fee.

ART241: Graphic Design I (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

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

Lab Fee.

Theme: Building Global Awareness

ART242: Graphic Design II (3 Credits)

Prerequisite(s): ART241 and ART100

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

Lab Fee.

ART251: Painting I (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

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

Lab Fee.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

ART252: Color and Figuration (3 Credits)

Prerequisite(s): ART131 or permission of instructor

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

Lab Fee.

ART255: Illustration II (3 Credits)

Prerequisite or co-requisite: ART150: Illustration I

Fulfills core requirement in Visual and Performing Arts

Illustration II builds upon the foundational work done in Illustration I. Students explore a wider range of materials and techniques used in contemporary illustration practice. Traditional and experimental materials and techniques will be used, both hand and digital. Alongside materials experimentation, skills of visual storytelling will be cultivated and honed. The presence of visual storytelling across cultures and epochs will be examined as a means by which the artist's work may promote positive change on both individual and global levels. Each Student's personal direction, stylistic development and area of focus will be discussed and nurtured.

Lab Fee

Theme: Engaging Creative, Aesthetic and Spiritual Experience

ART261: Photography I: "A Mirror of Reality" (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

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

Lab Fee.

Theme: Building Global Awareness

ART271: Introduction to Digital Photography (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

This course provides a comprehensive introduction to the art and practice of photography and its significance in our social history. Students in this course will use digital SLR cameras and Adobe Photoshop to create both screen and print-based work. Commercial studio lighting will also be introduced. (DSLR cameras may be provided on loan).

Lab Fee.

ART272: Introduction to Film Photography (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

This course provides a comprehensive introduction to the art and practice of photography and its significance in our social history. Students in this course will use film cameras and will learn to develop, process, and print their own film in the darkroom. Alternative process such as cyanotype, paper negatives and lumens will also be explored. (Film cameras may be provided on loan).

Lab Fee.

ART360: Documentary Photography (3 Credits)

Prerequisite(s): ART261, ART262, ART271 or ART272

Students in this photography course will gain a broad understanding of the technical processes of documentary photography, and will engage with the ethical issues inherent in the medium. Each student will produce a number of short and long form documentary works, and will study the work of current and past practitioners of the medium.

ART362: The Photo Book (3 Credits)

Prerequisite(s): ART261, ART262, ART271 or ART272

Students in this photography course will explore the both the history and current resurgence of the photo book as a storytelling format. From initial concept through format, materials, design, and sequencing, each student will learn the processes of both handmade and self-published bookmaking.

ART364: The Photographic Portrait (3 Credits)

Prerequisite(s): ART261, ART262, ART271 or ART272

Students in this photography course will examine the history of the photographic portrait and its uses in society, while creating their own photographic portraits both in and out of the department's lighting studio. Commercial portraiture techniques will be encountered, as well as the use of natural light in the fine art portrait.

ART300: Advanced Studio Concepts (3 Credits)

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

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

Lab Fee.

ART301: American Architecture Survey (3 Credits)

Prerequisite(s): ART205 or ART206 or permission of instructor

This survey addresses the glut of styles of American architecture starting with the Jacobean and Georgian before the Revolution, and culminating in the Postmodernism of today. The buildings examined include many found in Newport and on the Salve Regina University campus. *Cross-listed with CHP301 and AST301.*

Lab Fee.

ART302: American Decorative Arts (3 Credits)

Prerequisite(s): ART206 or permission of instructor

Both historical revival styles and 20th-century modernist and postmodernist styles are included in this study of American furniture, interiors, stained glass, and small Decorative Arts (silver, pewter, ceramics, and glass).

Lab Fee.

ART304: Design and the 20th Century (3 Credits)

Prerequisite(s): ART206 or permission of instructor

Examining major and minor figures and exhibitions, this course briefly explores the international history of Fine Arts, Decorative Arts, and Industrial Design from the English Arts & Crafts Movement to worldwide Postmodernism.

Lab Fee.

ART307: 20th & 21st Century Architecture (3 Credits)

This course examines the rise of Modernism in architectural design beginning from the end of the 19th until its displacement in the 1970's. It also traces Anti-Modern, Postmodern and contemporary practice in the architectural world.

Cross-listed with CHP 307.

ART309: Pollock to the Present: The Sixties, Postmodernism, and Contemporary Art (3 Credits)

Prerequisite(s): ART206 or permission of instructor

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

Lab Fee.

ART310: Interactivity II: Studio Webpage Design (3 Credits)

Prerequisite(s): ART100

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

Lab Fee.

ART311: Interactivity III: Special Topic (3-9 Credits)

Prerequisite(s): ART100

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

Lab Fee.

ART312: Classical Art and Archaeology (3 Credits)

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

Lab Fee.

ART316: Narrative and Meaning in Medieval and Renaissance Art (3 Credits)

Storytelling and the meanings encoded in works of art are the focus of this class, which looks at case studies drawn from the Middle Ages and Renaissance. Topics to be studied include visualization of stories from the Bible, liturgical art and meaning, portraiture, and the ideological role of Classical mythology.

ART317: Topics in Non-Western Art (3 Credits)

This course explores advanced case studies in non-western art. Subjects to be studied could include African masking and performance, Chinese landscape painting, and Aztec art and ritual.

Building Global Awareness

ART319: American Painting and Sculpture (3 Credits)

Art of the United States from Colonial times through the late 20th-century is the subject of this class that focuses on painting and sculpture. The collections of American art at the Newport Art Museum and the Redwood Library and Athenaeum allow students to study works of art at first hand.

ART322: Gender and Sexuality in Art (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

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

Lab Fee.

Theme: What is Western Heritage?-Ancient and Modern

ART323: History of Newport Architecture (3 Credits)

This course uses Newport as a laboratory to study the city's architecture and culture from its founding in 1639 to the present day. Numerous field trips and guided tours offer students the opportunity to study and experience Newport's rich architectural history in person.

ART324: Twentieth-Century Art (3 Credits)

Open to all students; sophomore, junior, or senior standing recommended.

Students study the major artists, styles, and movements of twentieth-century art in this upper-level class. Particular attention is paid to primary sources pertaining to the art of this time period. A research paper on a work of art is a requirement for all students, who will have an opportunity to hone their skills in art historical research and writing.

ART325: Wonder: Art, Nature, and Museums (3 Credits)

Prerequisite(s): ART205 or ART206 or at least one upper-level CHP course or permission of instructor

Open to all students; sophomore, junior, or senior standing recommended.

This class explores the concept of wonder in art throughout time from the Seven Wonders of the Ancient World to the place of wonder in contemporary artistic practice. Students will be introduced to the field of Museum Studies as they learn about the origins, development, and practice of modern day museums. Salve's Natural Wonders Collection and Library will be used as a laboratory for students to learn about aspects of museum practice in this experiential learning course.

ART326: Exploring Art in the Museum of Fine Arts, Boston (3 Credits)

The world class, encyclopedic collection of art held by the Museum of Fine Arts, Boston is the subject of this course, which allows students to study art from around the world at first hand. This course will be offered in conjunction with special exhibitions sponsored by the museum. Students will write a research paper based on a work of art at this museum.

ART331: Concentrated Studies: Ceramics III (3-9 Credits)

Prerequisite(s): ART231

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

Lab Fee.

ART341: Concentrated Studies: Graphic Design (3-9 Credits)

Prerequisite(s): ART241 and ART100

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

Lab Fee.

ART350: Illustration III (3 Credits)

Prerequisite(s): ART255: Illustration II

In Illustration III, the student develops personal vision and a focused use of materials and techniques. Out of this process, a cohesive body of work is developed. Instructor-designed topics for this course rotate each year. Projects will be directly focused upon social and civic engagement, with the student more deeply engaged in community work than in the previous two levels of the concentration. The specific quality and quantity of civic engagement will vary from student to student, depending upon where her/his particular goals, interests, and strengths reside.

Lab Fee

ART351: Concentrated Studies: Painting III (3-9 Credits)

Prerequisite(s): ART251

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

Lab Fee.

ART354: Art Theory and Criticism (3 Credits)

Prerequisite(s): ART 206 and Junior and Senior Standing only; or permission of the instructor.

Students study seminal works of art theory and criticism in this seminar style course. Through a personal engagement with these texts and ideas, students develop a critical understanding of key philosophical shifts that have shaped artistic and art historical practice today. Authors to be discussed include Roland Barthes, Walter Benjamin, Clement Greenberg, Michael Fried, Rosalind Krauss, and Laura Mulvey.

ART398: Special Topics in Art History (3 Credits)

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

ART399: Special Topics in Studio Art (3 Credits)

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

Lab Fee.

ART400: Portfolio (3 Credits)

Prerequisite(s): ART100 and Senior Studio Art major.

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

Lab Fee.

ART405: Curatorial Practice and the Gallery Experience (3 Credits)

Prerequisite(s): ART208 or ART209 or permission of the instructors. Open to all students; sophomore, junior or senior standing recommended.

Students work to mount an exhibition in Salve's Dorrance Hamilton Gallery (or online in a virtual exhibition space) in this experiential, hands-on course that introduces aspects of museum and gallery work. This course is co-taught by an art historian and the gallery director.

ART410: Research Assistantship in Art History (3 Credits)

Prerequisite(s): At least two other Art History classes at the 300-level; and permission of instructor.

Junior or senior Art History majors only; permission of the instructor is required.

Students learn how to conduct original research in Art History at a professional level by working as a research assistant to a professor of art history. In their role as assistants, students support the research, writing, and image acquisition that goes into producing a journal article or book project in Art History.

ART440: Senior Studio Art Seminar (1 Credit)

Prerequisite(s): Senior Studio Art major

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

ART441: Senior Thesis Research in Art History (3 Credits)

Prerequisite(s): Senior Art History major

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

ART442: Senior Thesis Production in Art History (3 Credits)

Prerequisite(s): Senior Art History major

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

ART445: Senior Honors Thesis (3 Credits)

Prerequisite(s): Senior Studio Art major and approval of the department via application

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

Lab Fee.

ART446: Professional Practices Capstone (3 Credits)

Prerequisite(s): ART400 and Senior Art major

Senior studio art majors prepare for their annual group Senior Exhibition. This course alternates between group sessions and one-on-one studio meetings. Students must develop an artist statement and digital presentation of their work and influences. Students are also expected to participate in all phases of their Senior Exhibition from promotion to installation. Through assignments and projects, students pursue a cohesive and clear use of the visual and verbal language that shapes their professional practices. This class serves as the capstone experience for Studio Art.

Lab Fee.

ART474: Apprenticeship/Internship in the Visual Arts (3-6 Credits)

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

ART499: Independent Study (3 Credits)

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

Lab Fee.

Biology

BIO105: Human Anatomy and Physiology I (4 Credits)

Fulfills Core Requirement in Sciences

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

Theme: Engaging Creative, Aesthetic and Spiritual Experience

BIO106: Human Anatomy and Physiology II (4 Credits)

Fulfills Core Requirement in Sciences

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

Theme: Engaging Creative, Aesthetic and Spiritual Experience

BIO110: Human Biology: Physiology and Health (3 Credits)

Fulfills Core Requirement in Sciences

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

Theme: Engaging Creative, Aesthetic and Spiritual Experience

BIO110L: Human Biology: Physiology and Health Lab (1 Credit)

Co-requisite(s): BIO110

The laboratory taken with BIO110 will fulfill the core requirement in Science and will consist of student-performed and sometimes student-designed experiments following the scientific method. The lab coordinates with the concepts covered in the lecture: biochemistry of the body, cellular organization, genetics, anatomy and physiology of the human body, all related to the idea of human health. Students will learn hypothesis testing, statistics, graphing and analysis of individual and group data sets. Also included will be practice in scientific communication.

BIO111: General Biology I (4 Credits)

Fulfills Core Requirement in Sciences

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

Theme: Engaging Creative, Aesthetic and Spiritual Experience

BIO112: General Biology II (4 Credits)

Fulfills Core Requirement in Sciences

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

Theme: Engaging Creative, Aesthetic and Spiritual Experience

BIO140: Humans and Their Environment (3 Credits)

Fulfills Core Requirement in Sciences

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

Theme: Building Global Awareness

BIO140L: Humans and Their Environment Laboratory (1 Credit)

Prerequisite or co-requisite: BIO140

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

BIO190: Nutrition (3 Credits)

Fulfills Core Requirement in Sciences

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

Theme: Building Global Awareness

BIO200: Botany (4 Credits)

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

BIO207: Microbiology of Health and Disease (4 Credits)

Prerequisite(s): Restricted to Nursing Majors

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

BIO210: Microbiology (4 Credits)

Fulfills Core Requirement in Sciences

This introductory course is a foundational, yet comprehensive overview of microbiology. The principles of morphological structure, physiology and genetics of viruses, bacteria and fungi are discussed. Upon completion of this course the student will have a good understanding of the nature of host-parasite interactions in infectious diseases, host defense mechanisms, the control of microbial populations, and the diagnosis of human disease. Laboratory work includes the cultivation, biochemical differentiation, control and diagnosis of microorganisms.

BIO220: Cell Biology and Chemistry (4 Credits)

Prerequisite(s): BIO112 or BIO105 and BIO106, or permission from department chair

Fulfills Core Requirement in Sciences

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

Theme: Engaging Creative, Aesthetic and Spiritual Experience

BIO230: Biotechnology (3 Credits)

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

BIO232: Bioinformatics (4 Credits)

Fulfills Core Requirement in Sciences

Prerequisite(s): BIO110 or BIO112

Bioinformatics is an interdisciplinary dimension of biotechnology that merges the development of computer technology application with molecular biology. This introductory level course will combine the fundamental information required to

understand the basic DNA-protein and molecular biology concepts with the computer applications that will enable the student to annotate, manipulate and interpret such databases.

BIO235: Biotechniques (3 Credits)

Prerequisite(s): BIO220 or permission of the department chair

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

BIO250: Kinesiology (3 Credits)

Prerequisite(s): BIO111-BIO112 or BIO105-BIO106

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

BIO253: Genetics: Classical, Molecular and Population (4 Credits)

Prerequisite(s): BIO112

Fulfills Core Requirement in Sciences

This course includes topics on the structure and synthesis of DNA, RNA and protein. The gene theory, various methods by which genes are expressed or repressed, structural changes in the chromosomes and their effects, elementary Mendelian mechanism and its modification and the genetics of prokaryotes and eukaryotes are emphasized. Laboratory emphasizes both classical and modern laboratory techniques.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

BIO255: Conservation Biology (3 Credits)

Prerequisite(s): BIO140 or BIO111

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

BIO260: Marine Biology (4 Credits)

Prerequisite(s): BIO140 and BIO140L, or BIO111 and BIO112, or BIO105 and BIO106

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

BIO273: Flora and Fauna of New Zealand (3 Credits)

Fulfills Core Requirement in Sciences

This experiential course examines how humans can have an impact on the flora and fauna in diverse geographic settings. New Zealand, a country that has only fairly recently been inhabited by humans, provides a microcosm for students to be able to study its geological formation and resulting native flora and fauna. As the course progresses, students will observe the impacts on these flora and fauna through several successive colonization periods (native pacific islander and colonial European) and they will experience the result modern conservation efforts that have preserved the native landscape iconic to New Zealand.

Theme: Building Global Awareness

BIO275: Tropical Biology (3 Credits)

Prerequisite(s): BIO111 or BIO140 and BIO140L and declared biology or environmental studies major or minor

Fulfills Core Requirement in Sciences

An introduction to terrestrial and marine biomes of tropical latitudes, biodiversity of Neotropical wildlife and fisheries of the Caribbean, human ecology in Central America, and coral reef, mangrove and tropical forest ecology. Tropical biology offers students the exciting opportunity to study first-hand the evolutionary ecology of important plant and animal taxa in tropical

ecosystems. Course design emphasizes intensive field exploration of tropical ecosystems on land and sea in Belize, Central America, where students are introduced to a great diversity of tropical habitats, each possessing distinctive biotas that in turn demonstrate unique evolutionary histories and ecological dynamics. The course and field exploration emphasizes the human dimensions of tropical systems and the principles of conservation biology.

Theme: Building Global Awareness

BIO280: Comparative Anatomy (4 Credits)

Prerequisite(s): BIO111 and BIO112 or BIO105 and BIO106

The goal of this course is to understand the origin and evolution of vertebrate anatomy, and gain an appreciation of anatomical innovations in vertebrates. We will discuss patterns, causes and consequences of anatomical change in regards to molecular and physiological levels through the "big picture" implications in terms of species diversification. Topics covered in this course include embryonic development, molecular underpinnings of anatomical structure, the fossil record, aspects of physiology, and most importantly, innovations and patterns of major organ systems. We will touch on human anatomical evolution, but that limited subject is not the focus of this course. Skills that you will develop include: the ability to discuss anatomical traits in light of function and evolutionary context, proficiency in dissection, the ability to identify major structures, organs, and details of anatomy, and an appreciation for the complexity present in groups far more diverse and evolutionarily relevant than humans.

BIO284: Hormones and Behavior (3 Credits)

Prerequisite(s): BIO110 and PSY100, or Biology major/minor or Neuroscience minor, sophomore or higher standing

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

BIO305: Human Anatomy (4 Credits)

Prerequisite(s): BIO220

Human Anatomy is a four-credit lecture/lab course for juniors and seniors. Students will study the anatomy of the human body on the microscopic, tissue and organ level. Clinical cases involving changes in anatomy and the pathologies that lead from them will be included. The lab includes study of cells and tissues, the dissection of organs and tissues from mammalian specimens and includes a field trip to a human dissection laboratory. The course is designed to offer the student the fundamentals of human anatomy for future graduate health professions or medical study.

BIO310: Ecology (4 Credits)

Prerequisite(s): BIO111 or BIO140 and BIO140L and permission of instructor

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

BIO320: Evolution (3 Credits)

Prerequisite(s): BIO111-BIO112 and either have completed or to be taken concurrently with BIO253

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

BIO325: Human Physiology (4 Credits)

Prerequisite(s): BIO220

Human Physiology, a four-credit lecture/lab course for junior and seniors, explores the normal functioning of the human body. It encompasses the molecular and cellular processes that maintain homeostasis under a broad range of conditions. Using the disciplines of neuroscience, anatomy, chemistry, physics and mathematics, each organ system and its role will be detailed. As this course is designed for future health care professionals and graduate students in Biology, examples in health and medicine will be used to illustrate all major concepts. The lab will consist of experiments using both animal and humans and will represent physiology in all levels of body organization from the molecular to the whole organism.

BIO330: Pathogenic Microorganisms (4 Credits)

Prerequisite(s): BIO210 and junior/senior academic standing

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

BIO340: Parasitology (4 Credits)

Prerequisite(s): BIO220 and junior/senior standing

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

BIO350: Mycology (3 Credits)

Prerequisite(s): BIO220 and BIO253 and junior/senior academic standing

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

BIO360: Animal Physiology (4 Credits)

Prerequisite(s): BIO220 and junior/senior standing

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

BIO370: Molecular Biology (4 Credits)

Prerequisite(s): BIO253 and junior/senior standing

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

BIO390: Environmental Science Internship (3-4 Credits)

Prerequisite(s): Permission of director of Environmental Studies Program

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

BIO391: Biology Internship (3 Credits)

Prerequisite(s): Permission of director of Health Profession Advisor

A supervised work experience in an area of biomedical science, including, but not exclusive to, clinical laboratory work, close work with a medical, dental or veterinary professional, forms of patient care in hospitals and health clinics, or work with health care NGOs. Students are expected to review the literature on the chosen internship project and to make formal oral and written presentations of the internship experience.

BIO399: Special Topics (3-4 Credits)

Prerequisite(s): 200 level biology course, or as indicated at the time of offering

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

BIO410: The Biology of Cancer (3 Credits)

Prerequisite(s): BIO220 or BIO253 and junior/senior standing

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

BIO420: Immunology (3 Credits)

Prerequisite(s): BIO220 and junior/senior standing

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

BIO425: Neuroscience (3 Credits)

Prerequisite(s): BIO220 and junior/senior standing

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

BIO426: Experiments in Neuroscience (1 Credit)

Prerequisite(s): BIO425 or concurrent enrollment, junior/senior standing

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

BIO435: Developmental Biology (4 Credits)

Prerequisite(s): BIO220 or BIO253 and junior/senior standing

This course will study the procedures by which organisms grow and develop. Specifically, the course will focus on control of cell growth, differentiation and morphogenesis in animal and plant systems at the morphological, genetic, cellular and whole organism levels.

BIO440: Genetics (4 Credits)

Prerequisite(s): BIO253 and junior/senior standing

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

BIO450: Pathophysiology (3 Credits)

Prerequisite(s): BIO220 or BIO106, and junior/senior standing

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

BIO460: Virology (3 Credits)

Prerequisite(s): BIO210 and BIO220, junior/senior standing

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

BIO471: Biology Capstone (3 Credits)

Prerequisite(s): 300-level biology course

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

BIO497: Undergraduate Research (1-6 Credits)

Prerequisite(s): Permission of Instructor

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

BIO498: Undergraduate Research II (1-6 Credits)

Prerequisite(s): BIO 497 and Permission of Instructor

A continuation of BIO497. Advanced in-depth analysis investigation of a specific topic in biology. Topic and credit to be determined by faculty member who is acting as the research advisor.

BIO499: Independent Study (2-4 Credits)

Prerequisite(s): Proposal approved by the department chair, Biology majors and minors only

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

Biochemistry

BCH403: Biochemistry (4 Credits)

Prerequisite(s): CHM206 or concurrent enrollment

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

BCH404: Advanced Biochemistry (4 Credits)

Prerequisite(s): BCH403

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

BCH410: Pharmacology and Toxicology (4 Credits)

Prerequisite(s): Junior or Senior Standing; Biology major or Neuroscience minor

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

Chemistry

CHM113: General Chemistry I (4 Credits)

Fulfills Core Requirement in Sciences

Students will study the principles of atomic and molecular structures, matter and measurement, chemical reactions, solution chemistry, thermochemistry, electronic structure, the periodic table and its trends, chemical bonding, gasses intermolecular forces and electrochemistry. Laboratory includes experiments related to lecture material.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

CHM114: General Chemistry II (4 Credits)

Prerequisite(s): CHM 113 or permission from department chair

Fulfills Core Requirement in Sciences

Students will continue the second semester of the general chemistry sequence. Topics include the principles of chemical kinetics, equilibrium, acid-base reactions, properties of solutions, electrochemistry, and thermodynamics. Laboratory includes experiments related to lecture material.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

CHM121: Chemistry of Human Health I (4 Credits)

Fulfills Core Requirement in Sciences

This survey course covers focused aspects of general, organic and biochemistry, including reactions, solution chemistry, biomolecule structure and interactions and nomenclature. Students develop critical thinking skills to be applied to human health.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

CHM130: Chemistry in Society (3 Credits)

Fulfills Core Requirement in Sciences

The course entails learning, thinking about, and applying major laws, principles, concepts, and theories of chemistry to issues in contemporary society. In any one semester, topics may include air and water quality, global warming and forensic chemistry. The course will be offered in an instructor-led, online environment with regularly scheduled classroom review sessions.

Theme: Building Global Awareness

CHM203: Fundamentals of Organic Chemistry (4 Credits)

Prerequisite(s): CHM114 or CHM121

The course provides a brief review of organic chemistry. The material is designed to focus on applicable areas of organic chemistry to students majoring in environmental studies or interested in health-related fields such as biotechnology or forensics.

CHM205: Organic Chemistry I (4 Credits)

Prerequisite(s): CHM114

A study of the common classes of organic compounds, including alkanes, alkenes, alkynes, and alkyl halides; their synthesis, and physical and chemical properties. An in-depth study of the basics of organic chemistry including bonding, reactivity, stereochemistry and reaction mechanisms will also be addressed. Laboratory work consists mainly of synthesis and characterization of organic compounds. Recitation section required.

CHM206: Organic Chemistry II (4 Credits)

Prerequisite(s): CHM205

A continuation of the mechanics and synthetic study of the common classes of organic compounds, including alcohols, aromatics, and carbonyl compounds, with an emphasis on the organic chemistry of biomolecules (e.g. carbohydrates, proteins, lipids, etc.) Structure determination using spectroscopic methods (IR, NMR, MS) is also introduced. Recitation section required.

CHM301: Analytical Chemistry (4 Credits)

Prerequisite(s): CHM114

This course introduces students to the underlying theories involved in quantitative analysis. Topics include statistics, chemical

equilibria and their analytical applications (acid-base, precipitation, complex formation, oxidation, reduction), spectro-analytical chemistry and electroanalytical chemistry.

CHM305: Physical Chemistry I (4 Credits)

Prerequisite(s): MTH196; Junior/senior standing.

Topics include the kinetic theory of gases and the three basic laws of thermodynamics and their application to the pure substances, simple mixtures, and chemical equilibria. Latter topics include kinetics of reactions. Includes laboratory.

CHM306: Physical Chemistry II (4 Credits)

Prerequisite(s): CHM305; Junior/senior standing

Topics include quantum theory, atomic and molecular structure, theoretical principles of spectroscopic and resonance methods, and surface science; includes laboratory.

CHM309: Instrumental Analysis (4 Credits)

Prerequisite(s): CHM301 or Permission of Instructor

A study of the theory of modern instrumental methods of chemical analysis. Some of the topics include molecular spectroscopy (infrared, ultraviolet-visible, Luminescence, mass spectrometry, nuclear magnetic resonance), Atomic Spectroscopy (atomic absorption/emissions/florescence, atomic mass spectroscopy, atomic X-ray spectroscopy) and Separation science (liquid and gas chromatography).

CHM310: Environmental Chemistry (4 Credits)

Prerequisite(s): CHM205 or CHM206

A study of the chemistry of the environment applying the principles of chemistry to such topics as atmospheric chemistry, air pollution, water chemistry, water pollution, hazardous chemicals, and hazardous waste management.

CHM407: Advanced Organic Chemistry (4 Credits)

Prerequisite(s): CHM206

The goal of the Advanced Organic Chemistry course consists in strengthening the student's grasp of fundamental organic chemistry principles. These would include mechanism, structure, including molecular chirality, and organic synthesis, including the use of newer synthetic methods. The laboratory focuses on extending the students exposure to multistep synthesis and literature based larger scale synthesis.

CHM408: Inorganic Chemistry (4 Credits)

Prerequisite(s): CHM206

A detailed examination of structure and bonding along with studies in chemical and periodic trends, ligand substitution and reaction mechanisms, coordination chemistry, crystal structures of inorganic solids, symmetry and point groups, organometallic compounds, and spectroscopic tools used in inorganic chemistry. Laboratory includes experiments related to lecture material.

CHM410: Topics in Chemistry and Research Capstone (3 Credits)

Prerequisite(s): Senior standing; Permission of Instructor

This is the chemistry department capstone course for the BS in Chemistry and the BS in Biochemistry. Recent topics in chemistry will be addressed in the form of required reading from the literature, guest speakers and attendance at local seminars. As part of the course, students will present current research results from the literature.

CHM425: Chemistry of Proteins (3 Credits)

Prerequisite(s): BCH403

This course is an advanced treatment of the chemistry of proteins and protein-containing supramolecular structures. It will provide an understanding of the structure of proteins and how these structures relate to biological function. Topics covered include amino acids and their properties, types of structural elements, classification of proteins, protein functions, determination of protein structures, and applications of data and technology to study protein structure and function. Isolation and purification of proteins will also be discussed.

CHM430: Molecular Spectroscopy of Bio-macromolecules (3 Credits)

Prerequisite(s): CHM305

This course, which is team-taught covers the theory and applications of advanced spectroscopic methods applied in studying the structure and function of biomacromolecules such as DNA, coenzymes, cofactors and polysaccharides. An overview of modern Fourier Transform NMR, including one- and two-dimensional methods (COSY, NOESY, TOCSY) will be explored. Mass spectrometry principles including examples of the potential, limitations and applications of; desorption ionization; electron impact, interfaced chromatography mass spectrometry and high-resolution tandem-mass spectrometry will be presented. A discussion of the theory and applications of other spectroscopic techniques, including electron spin resonance (ESR), molecular vibrational (Raman, resonance Raman and infrared) and laser fluorescence spectroscopies also will be presented.

CHM435: Biophysical Chemistry (3 Credits)

Prerequisite(s): MTH196 or CHM305

This course focuses on the physical chemistry principles that govern the behavior of biological systems. Emphasis will be placed on topics including the energetics of biomolecular dynamics and structure, protein folding, membranes and membrane proteins, spectroscopic investigations of macromolecules quantum mechanical descriptors and intermolecular interactions.

CHM440: Chemical and Enzyme Kinetics (3 Credits)

Prerequisite(s): MTH196 or CHM305

This course offers an in depth survey into chemical kinetics with a focus on enzyme kinetics and catalysis. Topics of study include non-bonding interactions, catalysis, energy diagrams and minimization, rate laws, kinetic analyses (simple and complex), steady state approximation, reaction mechanisms, inhibition and specific case studies.

CHM445: Medicinal Natural Products (3 Credits)

Prerequisite(s): CHM206 and BCH403 are strongly recommended

A survey of the structure, occurrence, biosynthesis and pharmacological uses of compounds derived from nature, with emphasis on plants, (particularly medicinal plants) and functional foods. The focus will be on the metabolic sequences leading to various classes of natural products. Some of the health conditions that are improved by natural products will also be discussed.

CHM450: Total Synthesis of Natural Products (3 Credits)

Prerequisite(s): CHM206

This course is an in-depth coverage of the principle reactions leading to carbon-carbon bond formation, along with functional group transformations. Strategies and methods for organic synthesis of natural products will be discussed. Topics will include the reactivity, methodology, and mechanistic aspects of the reactions of alkenes and alkynes, oxidations and reductions, enolates and related nucleophiles, pericyclic reactions, and organometallic chemistry.

CHM455: Organic Chemistry of Drug Design and Drug Action (3 Credits)

Prerequisite(s): CHM206 and BCH403 strongly recommended

This course is an overview of the organic chemical principles and reactions vital to the drug discovery, drug design, and drug development processes. Topics will include: pharmacophore identification, pharmacodynamics and pharmacokinetics, structure-activity relationships (SAR), combinatorial chemistry, drug-receptor interactions, enzymes as catalysts, drug resistance and synergism, and the use of computers in drug design. Case studies will be used to illustrate the rational discovery of drugs.

CHM460: Bioinorganic Chemistry (3 Credits)

Prerequisite(s): CHM206

This course examines the chemistry of inorganic elements involved in life processes. The fundamentals of Inorganic Chemistry, Biochemistry, and Spectroscopy will be examined in the context of this course. Students will learn about metal ions and the important roles they play in biological systems. Current research methods used in the field will be explored.

CHM465: Metals in Cells (3 Credits)

Prerequisite(s): CHM206

This course examines the role that transition metals play in cellular processes. Special attention will be given to metal transport systems in bacteria. Students will gain an understanding of how metals are transported and regulated in cells as well as explore the techniques used to probe these metals.

CHM497: Undergraduate Research I (1-4 Credits)

Prerequisite(s): Permission of instructor

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

CHM498: Undergraduate Research II (1-6 Credits)

Prerequisite(s): CHM497 and Permission of Instructor

A continuation of CHM497.

CHM499: Independent Study (2-4 Credits)

Prerequisite(s): Permission of Department Chair

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

Computer Science

CSC103: Computer Programming I (3 Credits)

In this course students learn computer programming in a high-level object-oriented programming language. Topics include input/output, assignment, computation, data types, branching and selection, repetition, functions, recursion, exception handling, array-like structures, object-oriented design, algorithmic complexity, algorithms and data structures, and plotting.

CSC104: Computer Programming II (3 Credits)

Prerequisite: CSC103 or equivalent

Topics are selected from graph optimization problems, dynamical programming, random walks and data visualization, programs involving probability distributions, Monte Carlo simulation, sampling and confidence intervals, experimental data, randomized trials and other statistical programming, machine learning, clustering, and classification methods.

CSC203: Introduction to Scientific Programming (3 Credits)

Prerequisite(s): MTH196 or concurrent enrollment, or equivalent

In this course students learn computer programming in a high-level programming language, while using computer programming to explore mathematical concepts. Along with problem analysis, algorithm development, and the integration of numerical and graphical computation in the solution of problems, students use computer programming to explore a variety of mathematical concepts such as recursion and mathematical induction, Euclidean algorithm, limits, convergence of sequences and series, Monte Carlo simulation and estimation of probability using pseudorandom number generators.

CSC210: Introduction to Programming in Python (3 Credits)

Prerequisite(s): MTH173 or equivalent

In this course, students learn fundamental concepts of computer programming using Python, a widely available, free, high-level interpreted programming language. Topics include input/output, assignment, computation, branching and selection, exceptions and assertions, lists, tuples, dictionaries, strings, repetition, functions, recursion, program efficiency, and object-oriented design.

CSC220: Intermediate Programming (3 Credits)

Prerequisite(s): CSC210 or equivalent

Intermediate object-oriented programming; analysis of algorithms including asymptotic complexity and big-O notation; searching, sorting, geometric, and graph algorithms; data structures including lists, stacks, queues, heaps, search trees, and hash tables.

CSC300: Algorithms and Data Structures (3 Credits)

Prerequisite: CSC104 or equivalent

In this course, students study design and analysis of algorithms. Topics include asymptotic analysis; searching, sorting, heaps, hashing; divide-and-conquer; dynamic programming; greedy algorithms; graph algorithms; shortest path; network flow; dynamic data structures; parallel algorithms; and functional paradigm. This course can be used as an elective in the Data Analytics minor.

Cultural, Environmental and Global Studies

CEG222: Research Methods (3 Credits)

This course is designed to introduce students to the fundamentals of quantitative and qualitative research methods in the social sciences. Students will have the opportunity to conceptualize a research project, design their own data collection instruments, collect and analyze data and present the material in a manner consistent with the current trends in sociology, anthropology, environmental studies and global studies. Students in this course will also be exposed to the ethical dilemmas and responsibilities of social science researchers.

CEG299: Special Topics (3 Credits)

Courses offered when interest is generated and departmental resources are available.

CEG390: Current Issues (3 Credits)

This course provides an opportunity for specialized, in-depth study of one or more of the Mercy critical concerns--the Earth, immigration, non-violence, racism and women. Content varies by instructor.

CEG450: Capstone (3 Credits)

Prerequisite or co-requisite: Senior status.

In this course, seniors develop a research-driven project that is problem solving-orientated, addresses a global issue at the local level, and includes a review and synthesis of relevant scholarly literature. Projects must deliver a defined outcome with a measurable impact, include a written analysis, and be presented publicly. Topics are approved by department faculty. The projects of Global Studies majors must reflect exploration of a global problem related to the context of the student's study abroad location. Non-U.S. students may choose a context that is outside of the USA.

CEG451: Thesis Cultural, Environmental & Global Studies (3 Credits)

Prerequisite: CEG222 and Senior status.

Development of a thesis in one of the three majors under the close supervision and mentorship of a designated faculty member.

Cultural and Historic Preservation

CHP170: Introduction to Historic Preservation (3 Credits)

This course is an introduction to historic preservation as it is practiced in the United States. Some people think historic preservation is all about keeping things the way they are (or were), but this is a practical impossibility and it is much more accurate to think of historic preservation as "the management of change."

Theme: Defining the American Experience

CHP180: Historic Building Documentation (3 Credits)

In this course, students gain initial field experience in historic preservation. The emphasis is on the investigation, preliminary documentation, and interpretation of buildings, sites, and objects. Students become familiar with terminology used in preservation and develop research and writing skills through a series of projects in and around Newport. This is a laboratory course. *Cross-listed with ART180.*

Theme: What is Western Heritage?-Ancient and Modern

CHP190: Introduction to Archaeology (3 Credits)

Archaeology is a sub-discipline of anthropology that deals explicitly with the past through the study of material remains. While archaeologists engage many of the same issues as other anthropologists, (e.g., social inequality, gender relations, colonialism), they must approach these issues from alternative perspectives using different research methods. In this course, students will consider how archaeologists formulate research questions; find, excavate and date sites; collect, quantify and analyze artifacts; and interpret data in order to create stories about life in the past.

Cross-listed with AST190: Introduction to Archaeology and SOA190: Introduction to Archeology.

CHP207: Introduction to Architecture (3 Credits)

This course introduces the student to the history of Western Architecture, beginning with the ziggurats and pyramids of the ancient Near East and Egypt and continuing into the 21st century. Students will learn about structural principles common to all buildings, as well as issues of style and the cultural meaning of buildings. *Cross-listed with ART207.*

Theme: What is Western Heritage?-Ancient and Modern

CHP218: Exploring North American Indian Societies (3 Credits)

This course provides an introduction to North American Indian societies. The class takes an anthropological approach that explores diversity in the cultural practices and material culture of Native American groups across the continent. Course topics will include adaptation to the environment, belief systems, gender roles, architecture and European colonialism. Students in the course will also engage with modern issues facing Native American communities such as heritage preservation and environmental, economic and social justice.

CHP225: Introduction to Public History (3 Credits)

Public History is the interpretation of the past for popular audiences in the nonacademic settings. This course introduces students to the field of public history, including the subfields of museum studies, archival studies, oral history, historic site interpretation and historic preservation. Expert guest speakers, field trips and case studies expose students to a variety of professional career options. *Cross-listed with HIS225.*

CHP250: Internship (3-6 Credits)

3 credits required for major

This required internship will allow CHP students the opportunity to work in offices and institutions that deal with cultural and historic preservation under the direction of practitioners. May be repeated up to 6 credit hours total.

CHP260: The City as a Work of Art (3 Credits)

This course begins with the premise that the greatest human artifact is the city. It examines the characteristic elements of urban form as they have developed over time and in different places, explaining their presence and meaning. Not a course in urban history, this is, rather, a study of the history of urbanism, dealing with the physical forms of the urban environment, and how those forms relate to the natural world around cities, primarily in Europe and the New World.

Theme: What is Western Heritage?-Ancient and Modern

CHP262: Historic Site Management (3 Credits)

Historic sites come in a wide variety of forms from buildings to battlefields to archaeological sites. While diverse, these sites share a powerful basis of importance - they are physical locations that link the past to the present. In this class, students will be introduced to the fundamental concepts and practices that are employed to protect and manage historic sites in the United States and worldwide. The class will focus on protective legislation, management challenges, public outreach, and interpretation.

CHP265: Cultural Resources Management (3 Credits)

Cultural Resource Management (CRM) is the application of architectural history and archaeology to historic preservation. This course is an introduction to the architectural history practice of CRM in the United States. After a brief introduction to the history of the discipline and the preservation laws that guide its practice, the class will shift focus to case studies and hands-on projects addressing architectural history investigation, site evaluation, and management.

CHP290: Introduction to Geographic Information Systems (3 Credits)

In this class students will be introduced to Geographic Information Systems (GIS) - a powerful set of methods for visualizing and analyzing information using computer-generated maps. Through hand-on projects, students will acquire a sound working knowledge of GIS software and its applications. The skills learned in this class will be useful in a number of fields including historic preservation, environmental studies, civic planning, social sciences, and business.

CHP301: American Architecture Survey (3 Credits)

This course examines the historical development of the American built environment, beginning with Native American settlement patterns and continuing to present-day phenomena of sprawl and New Urbanism. Students explore the ways in which landscape and buildings have developed in response to broader changes in American culture. *Cross-listed with ART301 and AST301.*

CHP302: Researching Historic Properties (3 Credits)

Preservationists complete a wide range of documentation projects in the course of their work. In this course students become conversant in researching and documenting historic structures. Students gain experience in state-level documentation (neighborhood surveys) and more extensive federal documentation (the National Register of Historic Places); techniques of photographic and cartographic recording are also part of the curriculum. This is a laboratory course.

CHP307: 20th and 21st Century Architecture (3 Credits)

This course examines the rise of Modernism in architectural design beginning from the end of the 19th until its displacement in the 1970's. It also traces Anti-Modern, Postmodern and contemporary practice in the architectural world.

Cross-listed with ART307.

CHP311: Landscape History and Interpretation (3 Credits)

In this course students are introduced to theories of landscape history, with a particular focus on New England. Techniques of researching, documenting, and interpreting landscapes are critical components of the course. The challenges of preserving landscapes in the face of development and sprawl are also important aspects of the class. This is a laboratory course.

CHP330: Analysis and Interpretation of Archaeological Materials: Material Culture in Everyday Life (3 Credits)

This course introduces students to the processes involved in studying artifacts in the post-excavation phase of archaeological investigation. Topics covered include preliminary curation techniques, stratigraphic sequencing, feature analysis, and the completion of written archaeological reports. Particular emphasis is paid to the notion of ethics and responsibilities underlying archaeological investigation. This is a laboratory course.

CHP360: Preservation of Historic Cemeteries (3 Credits)

Historic cemeteries present major challenges to preservationists. This course reviews the history of the American cemetery, beginning with small family burying grounds and moving through the sprawling modern complexes of the present. Students will learn the correct hands-on techniques for the conservation and repair of cemetery monuments and landscapes. This is a laboratory course.

CHP390: Field School in Historical Archaeology (3-6 Credits)

Fulfills Core Requirement in Social Sciences

A summer program which offers a five-week field school in archaeology. Students participate in all aspects of the archaeological process, beginning with developing a research design, continuing with excavation and documentation, and concluding with cataloguing and analysis of artifacts. Offered during summer session I. *Cross-listed with SOA390.*

CHP395: Senior Seminar (3 Credits)

This course is the first half of the CHP capstone sequence, to be taken ideally in a student's senior year. The seminar will focus on a selected topic with the students reading and discussing background material. Students will research and present, in both oral and written form, a topic associated with the subject of the seminar. Open to CHP majors with junior or senior standing.

CHP399: Special Topics (3 Credits)

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

CHP490: Senior Thesis in CHP (3 Credits)

The senior seminar is oriented toward both theory and method. Through archival research, fieldwork, and coordination with local preservation organizations, students complete a senior thesis as the final requirement for the CHP major.

CHP499: Independent Study (3 Credits)

A student may work independently with a faculty member in an area not covered by a regularly scheduled course offering.

Open to Seniors Only

Dance

DNC080: Advanced Contemporary Workshop (1 Credit)

This workshop is designed for students to study at an advanced level with an artist who will teach a specific style of technique and choreography.

DNC100: Dance in Society: Aesthetics and Cultural Contexts (3 Credits)

Core Requirement in the Visual and Performing Arts

Introduction to the varied roles dance, dancers, and audiences play in society. While considering a broad range of concert and social dance practices, students will examine aesthetic ideologies in their historical and cultural contexts. Through watching, reading, and discussion, students will investigate how dance functions in relationship to and with gender, class, age, ability, and sexuality. In-class movement experiences and required attendance at an on-campus performance will elucidate course lectures.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

DNC120: Contemporary Dance (2 Credits)

Fulfills Core Requirement for Visual and Performing Arts

The emphasis of this class will be directed toward learning and developing both technical skills and aesthetic sensibilities at a beginning level. The fundamentals of contemporary dance technique will be stressed along with rhythmic proficiency, breath, performance, and artistry. Movement quality, energy and rhythm will be explored while working toward increased strength and flexibility. Course is repeatable.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

DNC121: Level I Jazz Dance Technique (1 Credit)

Fulfills Core Requirement for Visual and Performing Arts

This course is designed for students to receive an introduction to American Jazz Dance. Students will survey styles of jazz dance and how they relate to jazz history and American culture. The study of each style will include technical and stylistic work at a beginning level. No previous dance experience is required. Course is repeatable.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

DNC122: Ballet I (2 Credits)

Fulfills Core Requirement for Visual and Performing Arts

Students will develop a foundation in ballet technique with an emphasis on correct body alignment, musicality, and embodiment of the ballet aesthetic. Dancers in this class will learn the fundamental exercises that comprise ballet barre and center floor combinations. Course is repeatable.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

DNC123: Tap Dance (1 Credit)

Prerequisite(s): Tap shoes are required

Fulfills Core Requirement for Visual and Performing Arts

This course is designed for students to learn the fundamentals of tap dance. An emphasis will be placed on the study of rhythm, energy, style and expression in relation to the African-American roots of the style. Course is repeatable.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

DNC124: Dance for Musical Theatre (1 Credit)

Fulfills Core Requirement for Visual and Performing Arts

This course is designed to introduce the student to a variety of musical theatre styles and techniques, from classic to contemporary. The foundation of the class will be jazz dance technique with an emphasis on style and expression. Workshops on auditioning and basic tap technique will be taught. Course is repeatable.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

DNC125: Hip Hop Dance (1 Credit)

Introduction to the history and practice of hip hop, street dance, and other related social dance styles while examining the historical and cultural contexts of the form. Course is repeatable.

Course is Repeatable

DNC126: Conditioning for Dancers (1 Credit)

Dance experience is not a requirement for this class

This course offers holistic approaches for physical health through the use of somatic methods that relate to dance technique and dancers' bodies. Strength, flexibility, and endurance will be emphasized while practicing physical conditioning. Principles of alignment, nutrition and cross-training will be integrated into each class. Course is repeatable.

DNC127: Social Dance (1 Credit)

Fulfills Core Requirement for Visual and Performing Arts

Introduces a variety of social and vernacular dance steps in their cultural contexts. Incorporates lead and follow skills, musicality, basic patterns and variations on timing, technique and style. Beginners welcome. No partner necessary. Course is repeatable.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

DNC131: Theatrical Jazz Styles & Techniques (2 Credits)

Fulfills Core Requirement for Visual and Performing Arts

This course is designed for students to explore theatrical jazz dance styles. Specific attention will be given to the embodiment of Africanist aesthetics including individuality, improvisation, polyrhythms, groundedness and syncopation while recognizing the codified shapes and lines that are distinctive to classical jazz styles. Jazz energy will be explored through improvisation and choreography in relationship with music. Readings and self-reflection are required in addition to full participation in the studio. Course is repeatable.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

DNC200: Dance History (3 Credits)

This course is designed for students to look at dance as a reflection of society and culture from prehistoric societies to the present. Students will focus on dancers, dance styles, dance works and dance literature to increase their understanding of how and why dance has evolved throughout history.

DNC210: Roots of Jazz Dance: Rhythm, Groove, and the American Experience (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

Jazz dance, rooted in African-American peoples and practices, has evolved as a reflection of American society and popular culture. Through movement, video viewing and readings, students will trace the vernacular jazz continuum from its roots in Africa to today. By prioritizing rhythm, groove, and community as core to the jazz aesthetic, students will develop a heightened sense of rhythmicity, musicality, and individuality within the community. Historical, societal, and cultural contexts will provide the foundation for understanding the ways Africanist aesthetics and culture have shaped jazz and American popular culture.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

DNC220: Contemporary Dance II (2 Credits)

Fulfills Core Requirement for Visual and Performing Arts

The emphasis of this class will be directed toward learning and developing both technical skills and aesthetic sensibilities at a moderately sophisticated level. The fundamentals of contemporary dance technique will be stressed along with rhythmic proficiency, performance, and artistry. Movement quality, energy and rhythm will be explored while working toward increased strength and flexibility. Course is repeatable.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

DNC221: Level II Jazz Dance Technique (1 Credit)

Fulfills Core Requirement for Visual and Performing Arts

This course is designed for students to study the historical, philosophical and aesthetic components of American Jazz Dance. Students will be exposed to the different styles of Jazz Dance that exist right now in our culture. These styles include: Classical Jazz, Broadway Jazz, Contemporary Jazz and Lyrical Jazz. The study of each style will include technical and stylistic work. An

emphasis will be placed on developing one's individual style and voice as a jazz dancer. Course is repeatable.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

DNC222: Ballet II (2 Credits)

Fulfills Core Requirement for Visual and Performing Arts

This course is designed for students to learn and develop both technical skills and aesthetic sensibilities at an intermediate level. It is assumed that students registered in this class will have had previous ballet training in order to perform at an intermediate level. Dancers in this class will practice barre work and center work with an emphasis on correct body alignment, musicality and embodiment of the ballet aesthetic. Course is repeatable.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

DNC230: West African Dance (1 Credit)

Explore contemporary and traditional styles, rhythms and techniques from West African cultures and the African diaspora. Introduces students to the fundamental movements and aesthetics in relation to their specific cultural context. Readings and video viewing will supplement studio exploration. Course is repeatable.

DNC231: Rhythm-Generated Jazz Styles & Techniques (2 Credits)

Fulfills Core Requirement for Visual and Performing Arts

Investigates jazz styles that begin with a grounded body and generate movement and rhythm from the inside-out. Students will develop an understanding of the social and kinetic elements of African dance, African-American vernacular dance and jazz dance. Complex rhythmic work, energy, groove and personal style will be emphasized in relationship to jazz and jazz-influenced music. Studio work will be supplemented with readings, video viewing and discussion.. Course is repeatable.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

DNC300: Biomechanics and Injury Prevention for Dancers (3 Credits)

This course explores anatomy, biomechanics, and injury prevention within the context of dance techniques. Course work will be divided between lecture and studio classes with a laboratory approach to ballet technique.

DNC301: Dancing Histories (3 Credits)

Students will study dancers, dance works and dance literature to uncover the histories of a variety of dance styles: dances of the African diaspora, jazz, modern, ballet and social dance. Content decentralizes dominant Eurocentric perspectives to take a nuanced look at the multiple histories present in the American narrative, and the confluence of styles emergent in American dancing bodies.

DNC310: Arts for Social Action (1 Credit)

This course is designed to create innovative opportunities through dance and other artistic modalities for community, civic, and social engagement. Students will sharpen their artistic voice for social change alongside the long-term goal of incubating the next generation of socially engaged dance artists. Each cohort will look at taking dance beyond the concert dance stage to foster community dialogue, bring awareness to issues of global significance, and demand visibility for communities who have historically been overlooked. Course is repeatable.

DNC331: Contemporary Jazz Styles & Techniques (2 Credits)

This course is designed for students to explore contemporary jazz styles that blend elements across genres and cultures while rooted in Africanist aesthetics. Styles will be taught in relationship to a variety of music styles. Jazz energy will be emphasized along with individuality within the community, personal style, groundedness and polyrhythms. Readings and self-reflection are required in addition to full participation in the studio. Course is repeatable.

DNC370: Dance Performance (1 Credit)

Prerequisite(s): By audition only

Fulfills Core Requirement for Visual and Performing Arts

Students in Extensions Dance Company enroll in this course to supplement their training with an advanced level technique class. The style is to be determined by the instructor. By audition only. Course is repeatable.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

DNC399: Special Topics (1-3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

This course will focus on a specific style or topic not already included in the course catalog. Course is repeatable.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

DNC400: Choreography (3 Credits)

Prerequisite(s): permission of instructor

Students will examine and practice creative approaches for communicating through dance as a language. Readings, journaling and movement explorations will encourage students to identify sources of inspiration and to develop and revise original choreographic phrases by exploring elements of time, space and energy. Peer feedback will be central to the class experience, allowing students to engage in and interpret the work of their classmates while simultaneously developing the tools to more effectively communicate through dance.

DNC401: Dance Composition (1 Credit)

Prerequisite(s): permission of instructor

This course is designed for students who have completed DNC400 to further investigate their choreographic voice and continue on their artistic journey. Students enrolled in this course will create an original concert dance piece for the Student Choreography Showcase. You will have the creative freedom to choreograph in any style through a process of regular rehearsals with a chosen cast of dancers, collaboration with peer choreographers, and mentorship from a faculty member, culminating in a shared concert on campus.

DNC490: Jazz Dance & Racial Justice Capstone (3 Credits)

Senior dance majors work independently and within their cohort to develop a culminating project that balances artistic and written scholarship. Students will consider aspects of jazz dance performance and choreography in relationship to racial justice to demonstrate awareness of jazz in its historical, social, and aesthetic contexts.

Data Science and Analytics

DSA201: Introduction to Data Science and Analytics (3 Credits)

Prerequisite(s): A grade of C+ or higher in both STA173 and an MTH course numbered 172 or greater; or MTH195.

In this course students are introduced to the fundamental concepts and tools of data science and analytics. Topics include the “data science life-cycle,” programming environment such as R or Python, data collection and sampling in real-world problems, unstructured data, brief review of descriptive statistics and statistical plots, data transformations and missing data, visualization of multivariate data, clustering, univariate and multivariate regression, confirmatory data analysis.

DSA202: Data Analysis and Visualization (3 Credits)

Prerequisites: (DSA201 and CSC103) and (STA173 or an MTH course numbered 172 or higher).

In this course students study data structures, data representation, data cleaning, visualization techniques, software for visualization and analysis, data patterns, time-dependent data, hypothesis generation, and descriptive statistics. Use of software such as Python along with selected data-science-related Python libraries and Tableau.

Early Childhood Education

ELC100: Introduction to Early Childhood Education (3 Credits)

This course provides a broad and comprehensive overview of Early Childhood Education. Teacher education candidates are introduced to educational initiatives. Content standards for the content areas are introduced, as are the Rhode Island Early Learning and Development Standards (RIELDS), the Rhode Island Professional Teaching Standards (RIPTS), and the standards for the National Association for the Education of Young Children (NAEYC). Candidates visit a diverse educational setting and have an opportunity to document observing these standards in implementation.

ELC220: Child Growth and Development, Learning and Teaching: Theories and Application (4 Credits)

Prerequisite(s): ELC100

In this course, Early Childhood teacher education candidates examine, integrate, evaluate, and apply information on physical, emotional, cognitive, and social development of children birth through eight years from both multicultural and theoretical perspectives. The major theories and principles of learning and teaching, as well as the relationships among them are also examined, integrated, and applied. Teaching methods, classroom experiences, and other aspects of the teaching learning process are analyzed and evaluated in relation to the theories, their principles, and current research, both in the theories and in child development. Student learning outcomes of activities planned in this course are developed to demonstrate an understanding of developmentally appropriate practice and the need to differentiate instruction.

ELC298: Tutoring and Mentoring in a Multicultural Society I (1 Credit)

Prerequisite(s): For Early Childhood majors of sophomore standing

This course affords teacher education candidates the opportunity to design activities that meet the Rhode Island Early Learning and Development Standards. Once activities are created, candidates work in a Pre-K classroom one morning each week implementing their activities. This experience contributes to the development of a lifelong commitment to community service and culturally responsive pedagogy.

ELC299: Tutoring and Mentoring in a Multicultural Society II (1 Credit)

Prerequisite(s): For Early Childhood majors of sophomore standing

This course, the continuation of ELC 298, affords teacher education candidates the opportunity to design activities that meet the Rhode Island Early Learning and Development Standards. Once activities are created, candidates work in a Pre-K classroom one morning each week implementing their activities. This experience contributes to the development of a lifelong commitment to community service and culturally responsive pedagogy.

ELC300: Methods Portfolio (1 Credit)

Prerequisite(s): Acceptance into the Education Department and successful completion of all Rhode Island Certification Testing requirements

This workshop format course will help teacher education candidates prepare the portfolio necessary for student teaching acceptance.

ELC304: Nutrition/Health (1 Credit)

Prerequisite(s): Acceptance into the Education Department

This course focuses on the nutrition/health needs of young children. Teacher education candidates examine the nutritional needs of the young child and explore ways in which these needs can be met. A major focus is the use of children's literature to engage young children in nutrition discussions. Also investigated are ways to involve parents in the process of maintaining proper nutritional/health practices.

ELC310: Language and Literacy (6 Credits)

Prerequisite(s): Acceptance into the Education Department and successful completion of all Rhode Island Department of Education certification testing requirements

Guided by National Association for the Education of Young Children (NAEYC) standards and Common Core Language Arts standards, this course integrates content, methods, and materials for developing early literacy in young children. The interrelationship of listening, speaking, reading, and writing is stressed. Teacher education candidates are exposed to the components of a balanced literacy program and to the development of the various strategies young children employ in developing reading skills. Topics are examined from a multicultural perspective and attention is focused on working with children who are English Learners (EL's). A field component provides teacher education candidates with a culturally diverse environment in which to practice the theories they are learning. Candidates spend two hours a week working in a primary classroom.

ELC311: Early Childhood Methods and Curriculum (6 Credits)

Prerequisite(s): Acceptance into the Early Childhood Education program (see Department Handbook)

This course focuses on understanding the curriculum and methods for developmentally appropriate practice in mathematics, science, social studies, and socio-dramatics. The use of technology to enhance these content areas is explored. National Association for the Education of Young Children (NAEYC) standards and national, state, and local standards are the foundation

for the development of units of study that provide an integrative network for approaching curriculum development. A field component provides teacher education candidates with experience working with children from diverse cultural backgrounds. Candidates will spend two hours a week working in a primary classroom.

ELC314: Authentic Assessment (3 Credits)

Prerequisite(s): Acceptance into the Education Department and successful completion of all Rhode Island Department of Education certification testing requirements

This course focuses on developmentally appropriate assessment in Early Childhood. Both standardized and teacher-made tools are evaluated as are ways to use results from these measurements to design student learning outcomes (SLO's). Opportunities are provided to enable teacher education candidates to create rubrics and checklists, and to use the data from them to drive instruction. Students study norm and criterion-referenced measurements. The components of portfolio assessment are studied in detail. Teacher education candidates create a portfolio of assessment tools designed to be used to assess children's developmental levels.

ELC330: Practicum in Early Childhood (3 Credits)

Prerequisite(s): ELC310 and ELC311 and acceptance to Student Teaching (see Assessment Handbook)

This course is a two-week internship following the completion of ELC311. Teacher education candidates are placed with the teacher with whom they will work during their student teaching experience. The internship is designed to provide opportunities for an overview of curriculum and instruction for that early childhood grade level. It also provides an opportunity for the teacher education candidate/clinical educator to begin to work together, and is a head start for the student teaching experience.

ELC350: Parents/Teachers/Community (1 Credit)

Prerequisite(s): Acceptance into the Education Department

This course provides extensive experience in developing competence in the skills and ability to work with parents and other adults in the home, school, and community, particularly those from homes where English is not the primary language. Teacher education candidates engage in a variety of role-playing activities to provide simulated experience in these skills.

ELC431: Student Teaching at the Early Childhood Level (12 Credits)

Prerequisite(s): Acceptance to Student Teaching (see Assessment Handbook)

Student teaching is a full-time assignment under the supervision of a clinical educator and university supervisor. Opportunities are provided for substantial responsibility for the full range of teaching duties. During this time, the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as in individualized conferences with the clinical educator and university supervisor. Teacher education candidates will produce a licensure portfolio and will be interviewed for recommendation for initial licensure. Teaching Seminar Capstone (ELC 432) serves as the capstone experience for all early childhood education majors. Through writings, discussion, and a formal Impact Study on their students' learning, candidates will reflect on the impact of the Salve Regina Mission Statement on their work as educators. As part of the curriculum, students will complete work that addresses the student learning outcomes articulated for the third Core Goal: Refine the Liberal Arts Skills of Inquiry, Analysis and Communication.

ELC432: Student Teaching Seminar Capstone (1 Credit)

Prerequisite(s): ELC431 or concurrent enrollment

This workshop-format course will provide materials and mentoring to supplement the student teaching experience. It will also help teacher education candidates prepare the portfolio necessary to be recommended to the State of Rhode Island for initial licensure.

ELC480: Senior Partnership (3 Credits)

Prerequisite(s): Successful completion of Student Teaching and the recommendation of the University supervisor (see Assessment Handbook)

This elective course provides experienced Early Childhood majors with the opportunity to use their teaching, management, creative, and interpersonal skills in the development and implementation of educational programs to service the local community. Teacher education candidates develop a contract that specifies standards and student learning outcomes to be met during the semester. Working under the guidance of a university clinical educator, candidates implement the contract and present a portfolio of work completed.

ELC490: Senior Seminar (3 Credits)

Prerequisite(s): Successful completion of Student Teaching

The focus of this capstone course is to provide intensive reflection on the development of the teacher education candidate as he or she prepares to enter the education profession. Resumes, cover letters, and mock interviews are completed. Panels of former graduates provide hands-on advice to students. Completion of professional portfolios is achieved.

ELC499: Independent Study (3 Credits)

Permission of the program coordinator is necessary to take this course.

This course permits teacher education candidates to examine a subject area of their choice, whether or not offered in the regular curriculum. Permission of the Chair is necessary to take this course.

Economics

ECN100: Contemporary Global Economic Issues (3 Credits)

Fulfills Core Requirement in Social Sciences

This course is designed to increase student interest in contemporary global economic problems and issues. It will focus on today's most pressing economics problems from both a domestic and global viewpoint.

Theme: Building Global Awareness

ECN101: Introductory Macroeconomics (3 Credits)

Fulfills Core Requirement in Social Sciences

A survey of economic systems, American capitalism, market structures and mechanism, macroeconomic measurements and theories and how these principles of macroeconomics relate to the basic themes of cross-cultural perspective, social justice, and global citizenship.

Theme: Defining the American Experience

ECN102: Introductory Microeconomics (3 Credits)

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

ECN105: Basic Economics (3 Credits)

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

ECN110: Economic Geography (3 Credits)

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

ECN201: Intermediate Macroeconomics (3 Credits)

Prerequisite(s): ECN101 and ECN102 or permission of instructor

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

ECN202: Intermediate Microeconomics (3 Credits)

Prerequisite(s): ECN101 and ECN102 or permission of instructor

This course focuses on demand and supply of consumer products and economic resources under different market structures. General equilibrium and welfare economics are also discussed.

ECN263: Global Economics (3 Credits)

Fulfills Core Requirement in Social Sciences

This course focuses on current global economic debates and challenges facing countries around the world. Possible topics include

unsustainable debt, European Union, aging populations, global warming, inequality and poverty, and emerging markets.

Theme: Building Global Awareness

ECN305: Money, Banking in Financial Markets (3 Credits)

Prerequisite(s): ECN101 or permission of instructor

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

ECN307: Introduction to Econometrics (3 Credits)

Prerequisite(s): MTH172 or MTH191 and STA173

This course introduces students to basic econometric techniques and emphasizes statistical applications to economic theories. The focus of the course is applied econometrics, providing quantitative answers to quantitative economic impact and policy questions. This foundation is enhanced by substantial experiential education opportunities. Students are enlisted by a local or regional public or private client and act as a class consulting team for a real-life economic impact policy issue. Coupled with primary and secondary research, the econometric principles are applied to develop a thorough analysis and series of recommendations that are presented to the client, interested civic groups and governmental agencies. Past clients have included the Naval Undersea Warfare Center, Vietnam Memorial Wall Commission of Fall River, MA, and the Newport Cliff Walk Commission.

ECN314: Comparative Economic and Political Systems (3 Credits)

Fulfills Core Requirement in Social Sciences

This course explores the role of culture and its relationship to the various democratic capitalist systems that have emerged in the modern global setting. Specifically, this course provides a comparative study of the "Anglo-American" model used by English speaking people, the "Rhine model", used by continental European nations, and the "State-Directed" models used by Japan and China. It also examines the "Oligopolistic" models that characterize most of the rest of the world.

Theme: Building Global Awareness

ECN315: Economic Growth and Development (3 Credits)

Fulfills Core Requirement in Social Sciences

This course explores the theories of economic growth and development, and analysis of the problems of economic development utilizing theoretical tools and data derived from particular countries and groups of countries in a rapidly changing global politico-economy.

Theme: Building Global Awareness

ECN316: American Economic History (3 Credits)

Fulfills Core Requirement Social Sciences

From Colonial Jamestown's commercial enterprises in the early seventeenth century to the global e-commerce of the early 21st century, economic forces have shaped the American experience. This course surveys the history of economic America from 1600 to the present. It explores the historic origins of economic growth and change, including: Colonial trade and the American Revolution; early manufacturing and westward expansion; slavery and industrialization; labor and unionization; the welfare state; and globalization. *Cross-listed with HIS316.*

Theme: Defining the American Experience

ECN317: Economic Ideas in Historical Perspective (3 Credits)

Fulfills Core Requirement in Social Sciences

This course follows the progression of economic ideas as they have evolved over time. The importance of the interplay between historical setting and ideas will be demonstrated. Relevance to current socio-economic and political issues and the conflicting theories that have arisen in response to those critical issues will be investigated.

Theme: What is Western Heritage?-Ancient and Modern

ECN351: Risk Management (3 Credits)

Prerequisite(s): ECN101 and ECN102 or permission of instructor.

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

ECN392: China's Evolving Economy (3 Credits)

Fulfills Core Requirement in Social Sciences

The objective of this course is to increase the understanding of China's rise as an economic superpower. Basic topics of business culture in contemporary China will be introduced. Students will also examine and discuss other emerging markets in today's global economy.

Theme: Building Global Awareness

ECN399: Special Topics in Economics (3 Credits)

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

ECN411: International Trade and Global Corporations (3 Credits)

Prerequisite(s): ECN101 or ECN102

This course examines the determinants and patterns of international trade, tariffs, and other barriers to trade, international trade organizations, multinational corporations, and international finance.

ECN412: International Finance and Investments (3 Credits)

Prerequisite(s): ECN101 and ECN102

This course focuses on balance of payments, international capital movement, international monetary standards, exchange control, international financial institutions, international financial markets, international investments, and related topics.

ECN420: Political Economy of Industrial Societies (3 Credits)

This course focuses on the interrelationship of Politics and Economics. It explores the problems of economic growth and political policy in an increasingly integrated global system. It examines competing models (free market, state-led, Marxist, etc.) and analyzes institutions, such as the International Monetary Fund and World Trade Organization, that help manage international economic relations. And it investigates the moral and cultural questions raised by globalization. *Cross-listed with POL420.*

ECN490: Public Finance and Public Policy Analysis (3 Credits)

Prerequisite(s): Junior or Senior Standing.

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

ECN491: Professional Internship in Economics (3 Credits)

Prerequisite(s): Junior, senior standing

The internship program is designed to provide students with the opportunity to gain practical work experience in a responsible position in a business or government agency. Interns are provided with meaningful work assignments and assigned research projects related to their work experience. Opportunities are developed in consultation with the course instructor and department chair and require approval of both. Two internships may be completed (a total of 6 credits) as long as a second internship is completed at a different organization. *Cross-listed with MGT491 and ACC491. The second internship (if approved) is applied as an elective.*

ECN499: Independent Study (3 Credits)

Prerequisite(s): Junior or senior standing, acceptance of project by a faculty member and permission of the department chair
Supervised study in an area not available in regularly scheduled courses.

Elementary Education

EDC120: Introduction to Race and Inequity in American Education (3 Credits)

This course is designed for students to explore and analyze the historical context of major issues, concerns, and implications of the impacts that institutional racism has on education in America. Students will explore how institutional racism is reflected in current teaching practices and academic curriculum and explore research-based strategies for teaching to students who are negatively impacted by institutional racism. From a cultural perspective, students will analyze classical and modern theoretic

ideologies of teaching and learning to support the diversity reflected in American schools, as well as, to promote social and education reform. This course will lay a robust foundation to help students better understand and practice the department's goals to prepare culturally responsive teachers.

EDC140: Preparing to Teach Math (1 Credit)

This course is designed for teacher education candidates who seek a greater understanding of mathematical concepts and processes necessary in order to effectively teach mathematics in the K-12 classroom. Teacher education candidates will acquire more in-depth knowledge of the logic of mathematical processes, problem solving strategies, and approaches to promote mathematical thinking.

EDC190: Teaching Physical Education and Health (1 Credit)

This course is designed to provide teacher education candidates with basic understandings of the need and value of physical education and health in the school setting.

EDC203: Technologies for Instruction and Assessment (3 Credits)

Prerequisite(s): For Elementary and Elementary/Special Education majors of sophomore or higher standing

This 3-credit course allows teacher education candidates the opportunity to explore technology used to teach, reinforce, and enhance student learning in the elementary classroom as well as examining its use in a data-driven classroom. This course fosters skill development in the area of instructional technology and in information processing skills. All teacher education candidates will investigate a wide range of current effective educational technology tools. Teacher education candidates will examine how technology is used to create assessments for the class (formative assessments and summative assessments) and will explore the use of technology to assist in a data-driven classroom. Activities and projects address teacher education candidates' abilities to effectively use technology in instruction and in assessment. The course goals and objectives selected for this course meet the most current technology standards (ISTE) recommended for teacher education candidates by the International Society for Technology in Education (ISTE, 2011) and the Rhode Island Professional Teacher Standard (RIPTS, 2008).

EDC206: Phonics (1 Credit)

Prerequisite(s): Sophomore level elementary and elementary/special education majors

This course addresses undergraduate elementary and elementary/special education students' acquisition of basic phonic knowledge for schema and for planning appropriate instruction with elementary students. It will cover phonological awareness, phonemic awareness, and phonics instruction. Teacher education candidates will apply information learned to develop appropriate instructional activities to target specific skills/strategies.

EDC220: Child and Adolescent Development, Learning, and Teaching: Theories and Applications (4 Credits)

Prerequisite(s): Sophomore or higher standing

In this course, teacher education candidates examine, integrate, evaluate, and apply information on physical, cognitive, emotional and social development of children and adolescents from both multicultural and theoretical perspectives. The major theories and principles of learning and teaching, as well as the relationships among them, are also examined, integrated and applied. Teaching methods, classroom experiences and other aspects of the teaching-learning processes are analyzed and evaluated in relation to the theories, their principles, and current research both in theories and in child development. Expectations and activities planned in this course are geared to application which demonstrates understanding of the theories and understanding of how knowledge of child development impacts instruction.

EDC243: Children's Literature (3 Credits)

Prerequisite(s): Sophomore or higher standing

This course is designed to provide an overview of children's literature. Books of fiction and of poetry, the traditional literature of the fairy tale, fable, myth and legend, and materials in the nonfiction areas of science, biography, and history will be evaluated. Multicultural literature is explored across genres. Standards for the selection of books will be considered. Writing is an integral component. Book reviews, learning logs, and author studies are developed in depth.

EDC298: Tutoring and Mentoring in a Multicultural Society I (1 Credit)

Prerequisite(s): For Elementary and Elementary/Special Education majors of sophomore or higher standing

This course affords teacher education candidates the opportunity to acquire mentoring skills in order to assist children in greatest need to develop appropriate academic strategies as well as affective and psychosocial skills. Candidates develop an awareness of culturally responsive pedagogy through this field experience. In the process, many teacher education candidates realize a commitment to the lifelong pursuit of community service. Requirements include weekly seminar participation and a total of 15 hours of tutoring/mentoring per semester.

EDC299: Tutoring and Mentoring in a Multicultural Society II (1 Credit)

Prerequisite(s): For Elementary and Elementary/Special Education majors of sophomore or higher standing

This course is designed for tutors and mentors to develop effective multicultural strategies to help their K-12 students from diverse populations improve and/or gain effective learning strategies and positive attitudes about themselves. In the process, students realize a commitment to the lifelong pursuit of community service. Requirements include seminar participation and a total of 15 hours of tutoring/mentoring per semester.

EDC305: Teaching Social Studies in Elementary School (3 Credits)

Prerequisite(s): Acceptance into the Education Department and successful completion of Praxis II #5001, Multiple Subjects Test

In this course teacher education candidates examine, integrate, apply and evaluate Social Studies methods, content, resources, and materials for teaching at the elementary school level. Both practical and theoretical perspectives on the teaching and learning of Social Studies are explored. The goals and thematic strands of the National Council of Social Studies and standards embedded in Common Core History/Social Studies are studied and applied. There is emphasis on planning and teaching with a multicultural and global perspective on citizenship education leading to active involvement of children in the classroom, school, community, and beyond. Teacher education candidates' experiences include using inquiry, cooperative learning, primary sources, children's literature, technology, the arts, and hands-on activities. Appropriate assessment and evaluation strategies are integrated throughout the course. Field experiences provide opportunities for candidates to demonstrate attainment of social studies teaching skills through creating and teaching an integrated thematic unit in an elementary classroom.

EDC320: Teaching Literacy and Language (6 Credits)

Prerequisite(s): EDC206; acceptance into the Education Department and successful completion of Praxis II #5001, Multiple Subjects Test

This course integrates content, methods, and materials for instruction in elementary literacy and language. Teacher education candidates develop an understanding of the functional role of listening, speaking, reading, writing and viewing in all curriculum areas. The Common Core State Standards (CCSS) for English Language Arts are utilized in this course. Topics include creating a community of learners in a literacy rich environment and delivery of a balanced literacy program with a focus on teaching phonemic awareness, phonics, fluency, and vocabulary and text comprehension utilizing the reading/ writing workshop models. The role of assessment is examined from the emergent through fluent levels of reading and writing. Emphasis is placed on communication skills and their integration in the entire elementary education curriculum. Field experiences provide concrete opportunities for teacher education candidates to demonstrate application of content and strategies discussed in the class with a diverse population.

EDC323: Teaching Mathematics and Science in the Elementary School (6 Credits)

Prerequisite(s): Acceptance into the Education Department and successful completion of Praxis II #5001, Multiple Subjects Test

This six credit course enables teacher education candidates to develop the content knowledge and skills needed to create and employ successful mathematics and science instructional methods with elementary students in grades 1-6 to meet the appropriate science and mathematics standards as identified in the Common Core State Standards for Mathematics and the Next Generation of Science Standards (2013). All teacher education candidates will demonstrate content mastery in the area of mathematics and science. For the practicum portion of this course, all pre-service teachers will design and implement standards-based lessons and assessments for elementary students' learning in science, mathematics, and engineering design. For each lesson, pre-service teachers will engage in the full cycle of instruction and formative assessment by analyzing student work to identify students' understandings and misconceptions and plan for next instructional steps. Attention will be given to differentiation of instruction especially with regard to the needs of elementary students from diverse cultural/ethnic backgrounds as well as those with special needs and for students.

EDC354: Strategies for Teaching English Learners (3 Credits)

Prerequisite(s): Education major and, for Secondary Majors, SCD320

This course introduces students to the most current approaches to teaching English as a second language. Drawing on contemporary research, the course will focus on creating optimal learning environments that engage, motivate, and support English learners (ELs) through meaningful and age/level appropriate activities. This hands-on course provides practical strategies and ideas for designing and teaching effective language lessons that integrate reading, writing, listening and speaking.

EDC431: Student Teaching Seminar Capstone (12 Credits)

Prerequisite(s): Acceptance into the Education Department and successful completion of Praxis II #5001, Multiple Subjects Test

Student Teaching is a full-time assignment under the supervision of a clinical educator and a university supervisor. Student teachers will have opportunities for substantial responsibility with the full range of teaching duties. During this time, the experience will be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as in individualized conferences with the clinical educator and university supervisor. Student teachers will complete an Impact Project by conducting a relevant research review to identify effective learning strategies on an instructional topic. They will teach a series of lessons on the topic, conduct formative and summative assessments of the students' learning, identify students who require remedial instruction, and develop and enact a plan for remediation.

EDC432: Student Teaching Seminar Capstone (1 Credit)

Prerequisite(s): Senior standing in the Elementary Education program (see Assessment Handbook)

Co-requisite(s): EDC431

This workshop-format course will provide information and mentoring to supplement the student teaching experience. It will also help teacher education candidates prepare the portfolio necessary to be recommended to the State of Rhode Island for initial licensure. This course, in conjunction with EDC431 Elementary Student Teaching, serve as the capstone experience for all education majors. Through writings, discussion, and a formal Impact Study on their students' learning, candidates will reflect on the impact of the Salve Regina University Mission Statement on their work as educators. As part of the curriculum, students will complete work that addresses the student learning outcomes articulated for the third Core Goal: Refine the Liberal Arts Skills of Inquiry, Analysis and Communication.

EDC497: Undergraduate Research I (1-6 credits)

Prerequisite(s): Sophomore standing or above. Permission of the instructor.

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

EDC498: Undergraduate Research II (1-6 credits)

Prerequisite(s): EDC497 must be completed prior to taking this course. Sophomore standing or above. Permission of the instructor.

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

EDC499: Independent Study (3 Credits)

Prerequisite(s): Permission of Chair is necessary to take this course

This course permits teacher education candidates to examine a subject area of their choice, whether or not offered in the regular curriculum.

English, Communications and Media

ENG190: Introduction to Literature (3 Credits)

Foundation Course Required of all Literature Majors and Minors

Through the study of poetry, short fiction, novel, drama and creative non-fiction, students identify literary elements including plot, character, theme, imagery, and acquire critical vocabulary. This introductory course emphasizes active, responsive reading; close, attentive textual analysis; significant writing; and lively class discussion. Does not fulfill Core Literature requirement.

ENG195: Media and Culture (3 Credits)

Foundation Course required of all Communications Majors and Minors

This course provides students with an overview of the role the media play in an increasingly complex global society and with an introduction to media theory and history. Over the course of the semester, students explore the role and power of media in influencing social values, political beliefs, identities, and behaviors. Media discussed include newspapers, magazines, film, advertising, radio, television and the Web.

Theme: Defining the American Experience

ENG201: Literary Masterpieces (3 Credits)

Fulfills Core Requirement in Literature

Students in this course will focus on critical thinking and interpretation of major literary works from a variety of genres, including poetry, fiction, and drama.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

ENG205: Contemporary Global Literature (3 Credits)

Fulfills Core Requirement in Literature

In this course students explore the literary and rhetorical qualities of various contemporary texts. Readings are chosen for their relevance to both local and global perspectives. To fully appreciate the literature, students will develop a basic familiarity with the historical and cultural factors at play in each text. This course will improve students' close reading skills as well as engage them in some of the major debates in today's increasingly globalized world.

Theme: Building Global Awareness

ENG208: Digital Cinematography: Narrative Film Production (3 Credits)

This course will provide hands-on instruction in narrative filmmaking/digital video production, introducing students to production, directing, editing, cinematography, and audio. Content involves technical concerns such as camera, lens, format, and lighting instruments, as well as various methods related to composition and subject modelling in order to tell the story.

ENG210: Myth and Symbol (3 Credits)

Fulfills Core Requirement in Literature

Symbols, archetypes, and mythological allusions saturate world literature. To increase awareness and appreciation of these powerful presences, this course provides a brief survey of Greek mythology, traditional folk and fairy tales, and contemporary examples of densely symbolic works.

Theme: Building Global Awareness

ENG215: Elements of Modernism in Twentieth-Century American Literature (3 Credits)

Fulfills Core Requirement in Literature

In response to two world wars, advancements in technology, and new theories of psychology, twentieth century American authors often rejected traditional social, economic, and spiritual values and struggled to find new meaning in their writing. The works in this course illustrate the stylistic experimentation of the period and chart the currents of disillusionment, alienation, and existentialism in the period.

Theme: Defining the American Experience

ENG216: Literature and Medicine (3 Credits)

Fulfills Core Requirement in Literature

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.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

ENG217: African American Literature (3 Credits)

Fulfills Core Requirement in Literature

A survey of writings by African American authors, including a range of periods and genres-fiction, poetry, autobiography, and nonfiction. Students will examine how African-American traditions explore a diverse body of ideas which nonetheless coalesce

around the preoccupations of identity, freedom, mobility, and security.

Theme: Defining the American Experience

ENG218: Food and Literature (3 Credits)

Fulfills Core Requirement in Literature

This course explores the uses of food in literature. Broadly speaking, food captures aspects of identity that are often difficult to articulate. For example, food expresses efforts to invent a past or future self, enter a different culture or context, and imagine an idealized existence. Thus, depictions of food and eating reflect religious as well as social and economic themes.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

ENG224: Elements of Craft (3 Credits)

Reading is so basic and so difficult at the same time, depending on the occasion. By college, we've all known how to read for a long time, but what does it mean to read like a writer? In this course we'll look closely at a variety of texts with the aim of discovering the many craft elements at play. What, for example, can we learn about the pacing of story, rhythm of sentences, and manipulation of time from a personal essay? How has the world been built, the characters been developed and what do these contribute to the tension or the plot in a short story? We'll examine the many choices writers make to create a very intentional and cohesive work of writing.

ENG228: The Romantic Revolution (3 Credits)

Fulfills Core Requirement in Literature

This course explores the revolutionary theories and poetic forms of William Blake, William Wordsworth, Samuel Coleridge, Lord Byron, Percy Shelley, and John Keats along with the economic, social, and personal themes of Anna Barbauld, Mary Robinson, Mary Wollstonecraft and Jane Austen.

Theme: What is Western Heritage?-Ancient and Modern

ENG229: Victorian Literature (3 Credits)

Fulfills Core Requirement in Literature

This course surveys themes of change in England from 1830-1901: Industrialism, Evolution, Equality, Education, and Empire. Research is conducted and a major paper is written on poetry, prose, drama, and novels of writers: Tennyson, Browning(s), Rossetti(s), Hopkins, Shaw, Eliot, Stevenson, and Dickens.

Theme: What is Western Heritage?-Ancient and Modern

ENG230: British Modernism and the End of Empire (3 Credits)

Fulfills Core Requirement in Literature

This course spans British literature from the rise of modernism before World War I through to the turbulent, angry '60s and beyond. This survey studies the responses of representative novelists, poets, and playwrights to the cataclysmic social, economic, and political forces that saw the diminishment of the British Empire to the status of island-nation.

Theme: What is Western Heritage?-Ancient and Modern

ENG238: Podcasting (3 Credits)

Podcasting, building on an ancient tradition of oral storytelling, brings listeners tales that vary from the personal to the political. Students will study various types of popular podcasts to learn how they are constructed—from concept and research to recording and editing. With a hands-on component, students will gain experience producing audio stories.

ENG241: Film and Literature (3 Credits)

Fulfills Core Requirement in Literature

Through investigation of current theories of adaptation, students will learn to analyze and appreciate film adaptations of literature and other artistic forms (such as graphic novels, television, and video games); become familiar with critical film and literary terminology; and grapple with several current strands of film and narrative theory.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

ENG245: Book Publishing in the United States (3 Credits)

This course provides an overview of the history of book publishing in the United States from the mid-nineteenth century to the

present. In addition to examining some of the most famous publishing houses in the United States, including the celebrated Charles Scribner's Sons, Farrar, Strauss and Giroux, Alfred Knopf, and HarperCollins, the course will look at the tension between art and commerce in the book industry, at the pressures to have a "bestseller," and at the relationship among authors, editors, agents and others in today's book industry.

ENG247: Introduction to Literary Theory and Criticism (3 Credits)

Foundation Course required of all Literature Majors and Minors

The study of literature has undergone radical transformations in the past few generations. This course examines how the sweeping social, cultural, and political changes of the past century have influenced the traditional use of literature to delight and instruct. Students will learn about the development of literary criticism from its moral, philosophical, and historical beginnings through its encounters with thinkers such as Freud and Marx and the modern currents of, for example, formalist, feminist, post-structuralist and postcolonial thought.

ENG250: Introduction to Creative Writing (3 Credits)

Fulfills Core Requirement in Literature

This course, the required foundation course for the Creative Writing Minor, is meant to introduce the fundamental techniques of writing imaginatively in fiction, poetry, and creative nonfiction. It assumes that you may wish to try writing in a variety of genres before committing yourself to advanced courses in one genre or the other. In a larger sense, the course should enable you to strengthen your ability to use written language for expression and communication.

ENG253: History of Cinema (3 Credits)

This course, a required foundation course for the Film Minor, is the study of the history of motion pictures from their inception in the late nineteenth century to the present. Emphasis is placed on major directors, films, social and cultural developments, and aesthetic movements that have contributed to the evolution of cinema. Students will also learn the terminology and concepts necessary for the intensive study of film.

ENG256: Writing for Public Relations (3 Credits)

Prerequisite(s): ENG271.

This course provides students with a comprehensive overview of the principles and practices of public relations. Students learn strategies for writing press releases, media kits, and other essential documents; for developing public relations campaigns; and for handling media relations.

ENG261: Exploring American Diversity Through Film and TV (3 Credits)

This course introduces students to strategies for interrogating the issues of race, ethnicity, class, gender and other cultural identities presented in—and excluded from—popular media narratives in film and television. What factors shape whether audiences are offered diverse and nuanced visions of American society? By studying historical and contemporary examples and sharpening our critical viewing skills, we'll seek a better understanding of American life on-screen and off.

ENG267: Introduction to Television Studies (3 Credits)

Television in American culture is an art form, a commercial industry, a social force, and a source of entertainment. In this course, students will learn the vocabulary needed to analyze television forms and apply this knowledge to programs and practices from television's early years to its contemporary digital transition. Additional topics may include the role of the audience, television's role in social change, and the impact of television's commercial structure.

ENG271: Introduction to Media Writing (3 Credits)

Foundation Course required of all Communications Majors and Minors

In this introduction to the basic skills involved in recognizing, gathering, and writing news, students learn the fundamentals of interviewing, researching, and writing for print, broadcast, and online delivery. The course is excellent preparation for work in newspapers, magazines, public relations, and online media.

ENG273: Multimedia Storytelling (3 Credits)

Prerequisite(s): ENG271

Foundation Course required of all Communications Majors and Minors

Students in this course will learn to use a variety of digital tools to gather and edit audio and video in the service of skillful storytelling and reporting. The emphasis of the course is on storytelling rather than technology. The skills developed in the course will be of use to those who contemplate careers in print, broadcast, and online news and information as well as in public relations.

ENG281: Advanced Composition (3 Credits)

Prerequisite(s): UNV102

Required of all English/Secondary Education Majors

Students in this course will build on their earlier writing experience. Appropriate diction, syntax, organization, and style will be studied and practiced. Class discussions of assigned readings and students' writing will be integral. This class is excellent preparation for student teaching and for serving as a writing tutor.

ENG291: Internship (1-3 Credits)

Prerequisites: ENG-265 and ENG-271 for Communications majors or ENG-190 and ENG-247 for Literature majors or permission of instructor

Open to Communications and Literature majors

Interns work under supervision at local and area newspapers and magazines, public relation firms, non-profit agencies, advertising agencies, and television and radio stations. Communications and Literature majors may take this course once for credit toward the major. Does not substitute for required ENG491: Internship course required of senior Communications majors.

ENG310: Fairy Tales and Fantastic Literature (3 Credits)

Fulfills Core Requirement in Literature

This course explores the meaning and importance of fairy tales and other stories of magic and the uncanny. Such stories are among the oldest and most frequently recounted narratives, found in cultures worldwide. They address the basic conditions of our existence and confront such human desires as the wish for transformation of the self, and defeat of death. The tales will be considered in both their traditional historical context and from modern scholarly perspectives.

Theme: Global Awareness

ENG311: Speculative Literature (3 Credits)

This course will focus on determining what constitutes the increasingly growing speculative literature in both utopian and dystopian themes. With Sir Thomas More's *Utopia* as a framework, the class will explore the future worlds of authors such as LeGuin, Atwood, Gibson and Collins. Themes encompass gender roles, environmental issues, and biogenetic ethics and attempts to design the desired world of the future.

ENG313: The American Literary Renaissance (3 Credits)

Fulfills Core Requirement in Literature

The literature of the American Renaissance took shape before the Civil War as debates about nationalism, slavery, women's rights, and industrialization raged. This course examines the way the works of authors such as Washington Irving, James Fenimore Cooper, Catharine Sedgwick, Edgar Allan Poe, Nathaniel Hawthorne, Margaret Fuller, Walt Whitman, Harriet Beecher Stowe and Emily Dickinson reflect the preoccupations of the period. *Cross-listed with AST315.*

Theme: Defining the American Experience

ENG314: Realism and Naturalism in Nineteenth-Century American Literature (3 Credits)

Fulfills Core Requirement in Literature

The Civil War marks a major transition in the vision of American writers. After a preliminary study of American romanticism, this course examines major and minor writers and theories of realism and naturalism within their historical and cultural contexts. Authors may include Mark Twain, Louisa May Alcott, Theodore Dreiser, William Dean Howells, Henry James, Mary Wilkins Freeman, Charles Chestnutt, W.E.B. DuBois, Kate Chopin, and Edith Wharton. *Cross-listed with AST314.*

Theme: Defining the American Experience

ENG315: The Harlem Renaissance (3 Credits)

Fulfills Core Requirement in Literature

In the first half of the twentieth century New York City was the center of a remarkable African-American movement that came to be known as the Harlem Renaissance. Writers, thinkers, artists, and musicians from all over the country gathered in this vibrant section of Manhattan to live and work, and such dynamic figures as Langston Hughes, Zora Neale Hurston, Alain Locke, Countee Cullen, Duke Ellington and Jacob Lawrence changed the face of American culture. In this interdisciplinary course, students will read the literature, study the philosophy, hear the music, and view the artworks of this exciting period in American history.

Theme: Defining the American Experience

ENG320: Literary Nonfiction (3 Credits)

Fulfills Core Requirement in Literature

This course will examine nonfiction writings, including social and political commentary, biography, autobiography, memoir, travel narrative, and humor, focusing on the eloquent and powerful works of past and present masters of nonfiction and rhetoric. The course will also consider what distinguishes literary nonfiction and how writers of nonfiction may employ techniques of fiction-writing effectively and ethically.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

ENG321: British Literature from Beowulf to Everyman (3 Credits)

Fulfills Core Requirement in Literature

British literature from its inception in Anglo-Saxon times to the end of the medieval period will be studied in light of the historic, linguistic, and cultural forces that gave it shape. Works studied will include Old English heroic and religious poetry; the medieval romance, religious allegory, and popular ballad; selections from the works of John Gower, William Langland, Geoffrey Chaucer and the Pearl Poet; and the mystery cycle plays and moralities.

Theme: What is Western Heritage?-Ancient and Modern

ENG322: Literature of the English Renaissance from Wyatt to Marvell (3 Credits)

Fulfills Core Requirement in Literature

The late fifteenth and early sixteenth centuries in England comprise one of the most remarkable artistic and cultural periods, producing authors of remarkable talent and range. Among the writers this course will study are the poets Thomas Wyatt, Surrey, Philip Sidney, Edmund Spenser, William Shakespeare, John Donne, George Herbert, Richard Crashaw, John Milton, and Andrew Marvell, along with the dramatists Christopher Marlowe, Ben Jonson, and John Webster.

Theme: What is Western Heritage?-Ancient and Modern

ENG324: Literature of Oxford (3 Credits)

Study Abroad Course; Fulfills Core Requirement in Literature

Some of England's greatest writers have lived and studied in Oxford and many have set their works of literature in the city and the university. This Study Abroad course examines several Oxford novels with special reference to the influence of setting on character and plot. Among the works to be considered are: *Alice in Wonderland*, by Lewis Carroll; *Jude the Obscure*, by Thomas Hardy; *Brideshead Revisited*, by Evelyn Waugh; as well as a selection of Oxford poems. Field trips to the actual settings of the works will be a regular feature of the course, and day trips to London, Stonehenge, Bath, and other sites are planned.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

ENG325: Studies in Shakespeare (3 Credits)

Fulfills Core Requirement in Literature. Foundation Course required of all Literature Majors and Minors

While firmly establishing Shakespeare within the social, political, and philosophical contexts of his time, this course also strives to account for Shakespeare's unparalleled impact on succeeding generations. Particular attention is given to the conventions of staging under which the playwright labored and to the myriad ways in which developments in technology can make him more (and sometimes less) accessible to contemporary audiences. Readings are selected from Shakespeare's tragedies, comedies, and histories.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

ENG326: Restoration and Eighteenth-Century British Literature (3 Credits)

Fulfills Core Requirement in Literature

England's emergence as a world power at the end of the seventeenth and the beginning of the eighteenth centuries was matched with a proliferation of new literary forms and developments, including witty urban comedies, trenchant satires, the beginnings of the modern novel, and the rise of women authors. This course will examine the works of such writers as John Dryden, Alexander Pope, Samuel Johnson, Jonathan Swift, Aphra Behn, and others.

Theme: What is Western Heritage?-Ancient and Modern

ENG327: Young Adult Literature (3 Credits)

Fulfills Core Requirement in Literature

This course takes a theoretical approach to canonical and contemporary young adult literature. Content is variable, but may include the Young Adult Problem Novel, Dystopian Fiction for the Young Adult Reader, and Constructions of Race, Slavery, Class and Gender in Children's and Young Adult Literature. Recommended for English/Secondary Education majors.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

ENG329: The Inklings: C.S. Lewis, J.R.R. Tolkien and Their Circle (3 Credits)

Fulfills Core Requirement in Literature

During the 1930s and 1940s C.S. Lewis, J.R.R. Tolkien and a group of friends and colleagues met regularly in the city of Oxford to discuss literature and to read works in progress. This distinguished group, known as the Inklings, produced some of the most important and most popular literature of the twentieth century. This course will consider such works as Lewis's *Chronicles of Narnia* and *The Screwtape Letters*, Tolkien's *Lord of the Rings*, Charles Williams's *All Hallows Eve*, and Dorothy Sayers's *Gaudy Night*.

Theme: What is Western Heritage?-Ancient and Modern

ENG330: Literary Landscape of Newport (3 Credits)

Fulfills Core Requirement in Literature

Your own backyard in Newport has long been home to a range of distinguished authors and served as a setting for their literary works. Featured in this study are Harriet Beecher Stowe, Henry James, Edith Wharton, and Thornton Wilder, with discussions considering their writings, as well as their interaction with the people and places of Newport. Enriching the readings and discussions are bus and walking tours of important Newport sites.

Course Fee.

Theme: Defining the American Experience

ENG336: The Catholic Imagination in Modern Literature (3 Credits)

Fulfills Core Requirement in Literature

Modern literature has witnessed a remarkable revival of interest in religious and specifically Catholic themes in both the British and American traditions. Both Anglo- and Roman Catholic authors have explored the place and importance of faith in our lives in a wide variety of poems, plays, stories and novels. Among the writers to be considered in this course are C.S. Lewis, J.R.R. Tolkien, T.S. Eliot, Evelyn Waugh, Gerard Manley Hopkins, G.K. Chesterton, Dorothy Sayers, W.H. Auden, Graham Greene, Walker Percy, and Flannery O'Connor.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

ENG337: Modern Irish Writers (3 Credits)

Fulfills Core Requirement in Literature

From the drawing room comedies of Oscar Wilde, through the sensuous, lyrical poetry of W.B. Yeats, to the innovative, monumental prose of James Joyce, and the dark absurdities of Samuel Beckett, Irish writers revolutionized, enriched and dominated English Literature for over a century; Irish writers are responsible for a remarkable number of the masterpieces of modern literature. Along with their countrymen and women such as John Synge, Lady Augusta Gregory, and Sean O'Casey, these authors shape subject matter as diverse as the mystical Celtic heritage of their island nation, love requited and unrequited, ironic and subversive commentary on their English neighbors and oppressors, examination of daily existence in both heroic and despairing terms, and investigations into the nature of language itself.

Theme: What is Western Heritage?-Ancient and Modern

ENG345: Studies in World Literature (3 Credits)

Fulfills Core Requirement in Literature

Studying literatures of other cultures, ages, and nations is a vital complement to the study of English and American literature. In this course students will take a literary world tour across time and space, reading a variety of ancient and modern classics in translation. Texts may range from the epics of Homer and Virgil, to the great nineteenth century European novels of Gustave Flaubert, Leo Tolstoy, and Fyodor Dostoevsky, and the contemporary bestsellers of Isabel Allende and Dai Sijie.

Theme: Building Global Awareness

ENG346: Post-Colonial Literature (3 Credits)

Fulfills Core Requirement in Literature

This course will cover a variety of literary texts that (a) shaped the British Empire's worldview and created a British aesthetic to accommodate colonial expansion, and (b) challenged the presumptions and the very foundations of imperialism. Post-colonial theory (e.g. Edward Said, Gayatri Chekravorty Spivak, and Franz Fanon) will provide a framework for students' exploration and analysis of literature. Readings may include Joseph Conrad, Jane Austen, E. M. Forster, Wole Soyinka, Salman Rushdie, and Latifa Al-Zayyat.

Theme: Building Global Awareness

ENG348: Women Filmmakers (3 Credits)

From the inception of the movies women have played an integral role, yet their struggles to tell their stories persist. This course offers an overview of the careers and film productions of various internationally recognized women filmmakers (writers, directors, cinematographers, editors) focusing on their unique contributions to the cinema.

ENG349: Literature from the Middle East (3 Credits)

Fulfills Core Requirement in Literature

In this course students will study the literature of major contemporary writers from the Middle East. They will examine this literature through the lens of several categories of analysis, including gender, nationalism, post-colonialism, and globalism. The course will also introduce students to key literary trends in the recent history of the Middle East.

Theme: Building Global Awareness

ENG351: Intermediate Fiction (3 Credits)

Prerequisite(s): ENG250 or permission of instructor

This course is designed to guide students through both the creative and practical aspects of fiction writing, strengthening their awareness of the craft of fiction. Critiquing the work of contemporary short story writers constitutes an important part of the course.

ENG352: Intermediate Poetry (3 Credits)

Prerequisite(s): ENG250 or permission of instructor

In this course, students will read and evaluate a variety of poems and poets, review the technical aspects of poetry and investigate poetic conventions. Central to the course is the sharing of students' own creative efforts in writing workshops, thus providing the production of a body of original verse. Issues of craft, technique and creative process will be considered.

ENG355: Case Studies in Public Relations (3 Credits)

Prerequisite(s): ENG256

This advanced public relations course uses a case studies approach to examine critical issues and developments in the field of public relations. Topics could include crisis communications, identity and reputation management, public relations for nonprofit groups, corporate communications challenges, and others. Students will learn to apply advanced public relations theories and techniques.

ENG356: World Cinema (3 Credits)

This course investigates nation and identity in films that are approached in their specific cultural, historical, and theoretical terms. It includes the study of international film movements, individual directors, and comparisons between national cinemas.

Theme: Building Global Awareness

ENG357: Editing and Publishing (3 Credits)

Prerequisite(s): ENG271 or permission of instructor

From online content curation and copyediting to publication design and story selection, today's editors take on any number of tasks. This course provides students with the foundation skills in editing needed for work in public relations, online and print news, magazines, and book publishing. The course covers both the macro issues (such as working with authors, commissioning articles, navigating legal and ethical issues) and micro issues (proofreading and copyediting, line editing, fact-checking, using AP style) facing editors today.

ENG358: Global Media (3 Credits)

Prerequisite(s): ENG195 or junior standing

This course takes as its subject the globalization of media production, distribution, and reception, and the development of global media systems. The focus of the course may change from semester to semester with possible topics including global media and social justice, women's issues in global media, the global film industry, media and migration, and media and cultural identities.

Theme: Building Global Awareness

ENG360: Social Media Strategies (3 Credits)

Prerequisite(s): ENG195 or junior standing

Social media platforms like Facebook, Twitter, Instagram and TikTok are changing the way journalists, editors, public relations specialists, and other communications professionals are doing business. This course examines the ways in which both familiar and emerging social media tools are being used to distribute content, connect with communities, increase web traffic, track online reputations, and boost brand identities. Emphasis is on communications strategies and theories of social networking as they pertain to real-world challenges in publishing and public relations and on writing for both established and niche platforms.

ENG361: Travel Writing (3 Credits)

This course will help students develop the skills they need to publish professionally in the travel market, including writing feature articles, blog posts, social media copy, and you-are-there stories. Students will be encouraged to submit their articles to actual publications for consideration.

ENG365: Women's Magazines and the Construction of Gender (3 Credits)

With their glossy advertisements and their personal tone, women's magazines have long played a role in influencing the ways in which gender is performed. This class looks at some of the most influential women's magazines in media history—including *Cosmopolitan*, *Ms.*, *Godey's Lady's Book*, and *Vogue*—to explore the ways in which such publications defined new gender roles, reinforced traditional norms, and otherwise became forums for discussions of changing ideas of gender, sexuality and social rights. This course will also consider 21st century changes in the women's magazine industry and the ways in which the pressures of online publishing and social media have effected representations of women and the position of women in the industry. *Cross-listed with AST 365.*

ENG367: Reality Television (3 Credits)

Prerequisite(s): ENG195 or junior standing

Often derided as just trash television, reality TV deserves serious study for what it can tell us about contemporary media industries and for how it may shape our society. This course considers the ethics, economics and educational potential of the popular genre. Our analysis of contemporary and "classic" reality programs will draw on readings exploring key issues in media studies including political economy, ideology, and genre theory.

ENG368: Media and Gender (3 Credits)

Prerequisite(s): ENG195 or junior standing or permission of instructor

Understanding gender as a continuum of performed identities, this course examines how mainstream media texts circulate powerful (and often harmful) ideas about masculinity and femininity. Students will employ close reading strategies drawn from semiotics, feminist criticism, and cultural studies to analyze representations in print and visual media and explore media's potential for challenging restrictive gender norms.

ENG369: Media and Social Change (3 Credits)

This course looks at the ways marginalized people, including women, racial and ethnic minorities and LGBTQAI individuals,

have used media to challenge the status quo and fight for social change. We also consider how mainstream news media have covered protest movements and how new digital technologies may be affording activists more power in shaping media agendas.

ENG371: Feature Writing (3 Credits)

Prerequisite(s): ENG273 or permission of instructor

Magazine feature writing is a craft that involves creativity, imagination, style and substance. Students in this class become familiar with the magazine industry and the current market for feature articles while developing their own writing and reporting skills. Projects for the class may include how-to stories, list articles, personality profiles, and trend pieces.

ENG372: Fan Culture (3 Credits)

Cult films, TV series and novels can inspire fierce devotion among audiences. Fans unite around media texts and fictional characters they love and often produce their own fan fiction, mash-up videos, blogs and other artistic creations. This course will introduce students to key scholars and theories in the field of fan studies to explore questions such as: How do fans form virtual communities? How has the Internet aided the spread of fan cultures? How does fandom complicate our understanding of media producers and consumers as distinct groups?

ENG373: Advanced Multimedia Reporting (3 Credits)

Prerequisite(s): ENG273

Building on foundational skills in audio and video storytelling, this course teaches students strategies for in-depth reporting for multimedia. Projects will emphasize field reporting, interviewing, and editing for story structure. Through analysis of online video and broadcast news, we'll explore how the pros make complex stories accessible and engaging for viewing audiences and then apply these techniques to independent projects packaged for the web.

ENG374: Advertising and Consumer Culture (3 Credits)

Prerequisite(s): ENG273 or permission of instructor

Madison Avenue does more than sell products: it sells lifestyles and dreams, values and beliefs. Using a cultural studies approach to media, students will learn critical approaches to analyzing advertisements and will be introduced to the history of the modern advertising industry in relation to the expanding media landscape. Advertising controversies and methods, developments in social media advertising, and international advertising campaigns will also be studied.

ENG375: Vienna and the Modern World (3 Credits)

Prerequisite(s): UNV102

Fulfills Core Requirement in Literature

At the beginning of the last century, Vienna was the capital of the second largest empire in Europe and exercised a remarkable influence on world culture through its achievements in art, music, literature, architecture, design, psychology, politics and city planning. Such figures as Sigmund Freud, Johannes Brahms, Gustav Mahler, Alma Schindler, Oscar Kokoschka, Gustav Klimt, Arthur Schnitzler and Theodore Herzl were all contemporaries who lived in close proximity, influencing one another and being influenced and inspired in turn. In this interdisciplinary course, students will read the literature, hear the music, view the paintings and study the architecture of this city that in many ways gave birth to the modern world in which we live.

Theme: What is Western Heritage?-Ancient and Modern

ENG376: The World of Jane Austen (3 Credits)

Fulfills Core Requirement in Literature

This course seeks to explore the world of Jane Austen through her great novels - *Northanger Abbey*, *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, *Emma*, and *Persuasion* - with a special focus on the questions of love, marriage, and social class in Regency England.

Theme: What is Western Heritage?-Ancient and Modern

ENG378: Great Women Novelists and Their Heroines (3 Credits)

Fulfills Core Requirement in Literature

The emergence of the novel as a new genre in the eighteenth century afforded women a unique opportunity to find their own voice in literature. This course traces the development of that voice down to the present day with special reference to the depiction of women by women.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

ENG395: Special Topics in Creative Writing (3 Credits)

Prerequisite(s): ENG250 or permission of instructor

This seminar will focus on a special topic in creative writing, investigating in-depth a curiosity, wonderment or particular point of craft in fiction, nonfiction, or poetry.

ENG397: Special Topics in Film (3 Credits)

This seminar will provide the advanced student the opportunity to do intensive work in Film Studies. Topics vary and may include the study of genre, individual directors, screenwriting, film production, or themes/issues.

ENG398: Special Topics in Literature (3 Credits)

This seminar will provide the advanced student the opportunity to study a particular author, period, genre, or topic.

ENG399: Special Topics in Communications (3 Credits)

This seminar will provide the advanced student the opportunity to do intensive study of a major issue in communications and media. Topics may include, but are not limited to, digital platforms; censorship; media and politics; crisis communications; and media research methods.

ENG410: British and American Novels after 9/11 (3 Credits)

Fulfills Core Requirement in Literature

This course studies significant American and British novels published after the millennium. Often haunted by the events of 9/11, these novels grapple with the moral and ethical dilemmas occasioned by the realities of our rapidly changing world.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

ENG412: Seminar in Major Authors (3 Credits)

Fulfills Core Requirement in Literature

Students will give concentrated attention to the work of significant literary figures from different eras, considered either individually or in small groups. Course content will vary by instructor, but may include, for example, Geoffrey Chaucer, John Milton, Charles Dickens, Jane Austen, William Faulkner, Ernest Hemingway, Toni Morrison, Salman Rushdie, and Margaret Atwood.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

ENG451: Advanced Creative Writing (3 Credits)

Prerequisite(s): ENG250 or permission of instructor

This course is offered for minors concentrating in Creative Writing. Each student will undertake a manuscript of poems, fiction, or literary nonfiction.

ENG480: Public Relations Campaigns (3 Credits)

Prerequisite(s): ENG256 or permission of instructor

This course gives students the opportunity to apply the foundation skills learned in other communications courses to the development and implementation of a real-world public relations campaign. Working with a local client, students will research, set objectives, and identify strategies and tactics for a short-term campaign that they will then implement.

ENG489: Critical Writing and Research (3 Credits)

Prerequisite(s): Senior English major

Foundation Course required of all Literature and Communications Majors

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

ENG490: Senior Seminar Capstone (3 Credits)

Prerequisite(s): ENG489

Foundation Course required of all Literature and Communications Majors.

Each student will select a topic or a writer for study and research. The seminar sessions will meet regularly for the presentation and critique of students' progress. Each student is expected to produce a significant research paper and make an oral presentation and defense.

ENG491: Internship (3 Credits)

Prerequisite(s): Senior standing or permission of department chair

Foundation Course required of all Communications Majors

Interns work under supervision at local and area newspapers and magazines, public relation firms, non-profit agencies, advertising agencies, and television and radio stations. Literature majors may take this course once for credit toward the major.

ENG496: Film Theory (3 Credits)

Prerequisite(s): Junior or senior standing or permission of instructor

This course, a required foundation course for the Film minor, concentrates on film theory either as a general overview or focus on certain theoretical approaches, such as auteur studies, postmodernism, feminism, spectatorship, and post-colonialism.

ENG499: Independent Study (3 Credits)

Prerequisite(s): Students must apply to department chair

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

English for Academic Purposes

EAP103: Academic Communication Skills (3 Credits)

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

Fulfills Core Requirement in Foreign Language for EAP students

The focus of this course is to strengthen students' English language skills, primarily in listening and speaking in academic settings; however, reading and writing skills will also be integrated into the course. The goal is to increase fluency in English in order to be successful in academic studies and social interactions. Students will also enhance their study skills, cross-cultural awareness and conversation skills by completing various in-class activities and homework assignments. This course is required of students enrolled in EAP through the Office of Admissions, and is open to undergraduate students who are non-native speakers of English by permission of the EAP Coordinator.

EAP104: Advanced Communication Skills (3 Credits)

Prerequisite(s): EAP103 or permission of the EAP coordinator

Fulfills Core Requirement in Foreign Languages for EAP students

The focus of this course is to strengthen students' English oral communication skills essential to academic success in higher education. Students will increase fluency by preparing for and participating in academic and cultural discussions, completing listening/speaking projects, and by reflecting on ways to increase intercultural communication. Students will also enhance their study skills, cross-cultural awareness and conversation skills by completing assignments. This course is open to undergraduate students who are non-native speakers of English.

EAP111: Academic Research and Writing (3 Credits)

Fulfills Core Requirement in Foreign Languages for EAP students

This course will focus on strategies for academic research and varieties of expository writing for different audiences and situations. Students will improve their proficiency in the English language by developing effective styles of writing paragraphs and essays, culminating in a final research project. They will also expand their understanding of grammatical structures and academic vocabulary. Weekly individual work with a tutor in the EAP program or at the Writing Center is required. This course is required of students enrolled in EAP through the Office of Admissions, and is open to undergraduate students who are non-native speakers of English by permission of the EAP Coordinator.

EAP112: Academic Writing in the Disciplines (3 Credits)

Prerequisite(s): EAP111 or permission of the EAP coordinator

Fulfills Core Requirement in Foreign Languages for EAP students

This course will focus on strategies for research, reading, and writing in various academic disciplines. Students will improve their proficiency in the English language by developing effective styles of writing essays, analyzing texts, and using appropriate forms of MLA/APA citations. They will also expand their understanding of grammatical structures and academic vocabulary. Weekly individualized work with a tutor in the EAP program or at the Writing Center is required.

EAP399: Special Topics (1-3 Credits)

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

Environmental Studies

ENV334: Environmental Justice (3 Credits)

This course explores global environmental issues from a social justice perspective. The foundation of environmental justice is built on the premise that all people, regardless of race, class, gender, ethnicity, and economic capacity have a right to a clean and safe environment, and access to adequate natural resources. Global implications of environmental injustices are explored, and reasonable policy initiatives to correct the disparities are discussed and evaluated. *Spring semesters. Cross-listed with PHL334: Environmental Justice.*

Theme: Building Global Awareness

ENV350: Natural Resource Management (3 Credits)

Prerequisite(s): BIO140 or BIO111 and a course in SOA or POL

Natural Resource Management is the field of environmental studies that manages natural resources (land, water, soil, plants, animals) with a goal of improving the quality of life for present and future generations. The course examines the interaction of people and their environment when making decisions that affect the balance between natural resources and social, economic, and other environmental factors. The goal of the course is to introduce students to this very broad discipline through extensive use of case studies and the primary literature.

ENV360: Hydroponics Practicum (3 Credits)

This course is a three-part practicum for any student interested in the biological, economic, and social dimensions of bringing food from farm to table. Part 1 reviews recent and classic literature on the local food movement. In Part 2, students maintain, cultivate, and harvest hydroponic systems with an emphasis on maximizing yield. For Part 3, they learn through practical experience about the socioeconomic processes involved in bringing produce to market. Students should anticipate spending three hours of class time in addition to three hours in the hydroponic research lab per week. Some weekend time for the farmer's market is required.

ENV397: Environmental Studies Internship (3 Credits)

Environmental Studies Internship is an interdisciplinary experiential course that seeks to give students an introduction to the practicum of work in fields such as biology, planning, economics, public policy, and education. The internship will help the student better understand concepts learned in class while gaining valuable work experience in the field. The course consists of at least 105 hours of work with an environmental organization that has a cooperative supervisor who has established learning goals

and objectives with a faculty member affiliated with the university prior to the commencement of the internship. Open to all students with sophomore standing and above.

ENV497: Undergraduate Research (3 Credits)

This course provides in-depth investigation of a specific topic in Environmental Studies that involves data collection, analysis, interpretation, and written presentation. Topic will be determined by faculty member who is acting as research adviser.

ENV499: Independent Study (3 Credits)

This supervised study is intended to permit individual students to examine a subject that is not offered in the regular curriculum.

General Studies

FYT100: First Year Transitions (1 Credit)

Freshmen

First Year Transitions is a one credit course designed to help new students transition into university life. To accomplish this, students will participate in a variety of activities, assignments and discussions to help them locate and use campus resources, set goals, manage time and identify personal health and well-being strategies. The course will provide a safe place where students will gain important information and skills that are essential in their success in college. Instructors of the course will serve as the students' FYT Mentor and will support students during their transition into college life.

FYT200: Transfer Transitions (1 Credit)

Transfer Transitions is a one credit course designed to help students make a successful transition into Salve Regina University. Students will participate in a variety of activities, assignments and discussions geared towards exploring issues relevant to new transfer students at Salve Regina. This course introduces students to Salve Regina University and its mission, the various resources and opportunities available campus wide, and strategies essential for achieving academic and personal success in college. The course will provide a supportive environment for students to connect with other transfer students and gain important information regarding academic requirements, policies, and resources at the University.

GST084: Tutoring in the Disciplines: A Workshop for ACE Subject Tutors (1 Credit)

This workshop is for subject matter tutor in the ACE.

GST111: Feinstein Enriching America Program (0 Credits)

Graduation requirement for all students

The Feinstein Enriching America Program introduces students to opportunities for community service and encourages continuing participation in community service throughout college. As part of the Feinstein Enriching America Program, all undergraduate students complete 10 hours of community service. Normally, this is introduced in the First Year Transitions course. Completion of the 10 hours of service must be documented in the Office of Community Service. The inclusion of GST111 on the student transcript indicates the completion of this graduation requirement.

GST130: Mentor Practicum (1 Credit)

This seminar is taken in conjunction with participation in the First Year Experience Student Mentor Program. In addition to co-facilitating a New Student Seminar in the fall, the mentor participates in a one-credit Mentor Practicum seminar. The Practicum provides support, training, debriefing, and updates.

GST140: Resident Assistant Training I (1 Credit)

Prerequisite(s): Must be hired as a Resident Assistant

In this course students will learn how to develop and lead a student-centered community in a contemporary college residence hall setting. This is accomplished through the participation in fall, winter and spring RA training workshops, classroom discussions, textbook readings, class projects, and experiential learning. In addition, basic human development theory, counseling, assertiveness and leadership techniques are also discussed and practiced. This course is a one credit per semester class and is graded pass/fail.

GST141: Resident Assistant Training II (1 Credit)

Prerequisite(s): Must be hired as a Resident Assistant

In this course students will learn how to develop and lead a student-centered community in a contemporary college residence hall setting. This is accomplished through the participation in fall, winter and spring RA training workshops, classroom discussions, textbook readings, class projects, and experiential learning. In addition, basic human development theory, counseling, assertiveness and leadership techniques are also discussed and practiced. This course is a one credit per semester class and is graded pass/fail.

GST300: Study Abroad (12 Credits)

Registration indicates that a student is participating in a University-approved, full semester, study abroad program. Credit value indicates full-time status and may not reflect actual credits attempted or earned at the host university.

UNV101: University Seminar I (3 Credits)

Core Curriculum Requirement

University Seminar I is focused on engaging new students in a community of scholars focused upon reading, thinking, writing and speaking. Students choose from a wide range of topics and begin to develop college-level analytical and communication skills to prepare them for academic success and lifelong learning.

UNV102: University Seminar II (3 Credits)

Prerequisite(s): UNV 101

Core Curriculum Requirement

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.

Global Studies

GLO100: Introduction to Global Studies (3 Credits)

Fulfills Core Requirement in Social Sciences

This course provides an introduction to concepts and methods used in the interdisciplinary field of Global Studies. The goal of this course is to develop the skills needed to understand complex problems related to global interconnectedness. The course examines the processes of globalization and their effects on people and cultures, economic and political institutions, and the natural environment from multiple perspectives. Open to non-majors. *Spring Semesters*

Theme: Building Global Awareness

GLO399: Special Topics (3 Credits)

Courses offered on a variety of topics related to the major.

GLO491: Internship (3 Credits)

This course allows students to apply their skills and knowledge outside the classroom while gaining practice work experience at an approved agency or organization.

GLO499: Independent Study (1-3 Credits)

Course work arranged for majors to pursue avenues of learning outside the existing offerings of the department of Cultural, Environmental, and Global Studies.

Healthcare Administration

HCA110: Health Care Systems (3 Credits)

This course introduces the students to the U.S. health care system and process by which health care is delivered. It includes a

comprehensive overview of the health care industry and the changing roles of the components of the system of health care. It also addresses the technical, political, social, and economics forces responsible for these changes.

HCA225: Health Care Law (3 Credits)

Prerequisite(s): HCA110

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

HCA310: Quality Assurance & Risk Management in Health Care (3 Credits)

This course introduces students to quality improvement principles and tools applied to the health care industry. Students will learn how to develop and conduct audits and inspections that lead to improved customer satisfaction, patient care, and management of services. Goal setting, data collection, analysis, accountability, and continuous improvement will be explored.

HCA320: Financial Management in Health Care (3 Credits)

Prerequisite(s): ACC101

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

HCA350: Health Care & Medical Ethics (3 Credits)

Prerequisite(s): PHL220; BIO110 (or BIO105 and BIO106)

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

HCA399: Special Topics in Health Care Administration (3 Credits)

Courses offered in special focus areas as needed.

History

HIS103: Western Civilization I: 500 B.C.-1500 A.D. (3 Credits)

Fulfills Core Requirement in History

This course covers political, religious and intellectual developments in Ancient Greece, Rome and Medieval Europe.

Theme: What is Western Heritage?-Ancient and Modern

HIS104: Western Civilization II: 1500-present (3 Credits)

Fulfills Core Requirement in History

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

Theme: What is Western Heritage?-Ancient and Modern

HIS113: History of the United States to 1877 (3 Credits)

Fulfills Core Requirement in History

This survey course covers political, social, religious, economic and cultural trends in America from the Jamestown settlement in 1607 through the Civil War and Reconstruction. Topics include the development of slavery, concepts of religious freedom, industrialization and westward expansion. Special attention is paid to the role Newport played in the Colonial and Revolutionary period.

Theme: Defining the American Experience

HIS114: History of the United States since 1877 (3 Credits)

Fulfills Core Requirement in History

This survey course covers political, social, religious, economic and cultural trends in America from the end of Reconstruction through the end of the Cold War. Topics include America's rise as a world power, progressivism, the women's movement and the civil rights movement. Special attention is paid to the role that Newport played during the Gilded Age.

Theme: Defining the American Experience

HIS201: Europe 1789-1914 (3 Credits)

Fulfills Core Requirement in History

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

Theme: What is Western Heritage?-Ancient and Modern

HIS202: Europe 1914-1990s (3 Credits)

Fulfills Core Requirement in History

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

Theme: What is Western Heritage?-Ancient and Modern

HIS203: Hitler and the Holocaust (3 Credits)

Fulfills Core Requirement in History

This course examines the mindset of Hitler and his associates and the role that the Final Solution played in Nazi ideology. The Nazis' systematic efforts to liquidate Jews and gypsies and their persecution of their religious and political opponents are studied in detail. Attention is also given to the resistance and rescue efforts undertaken by the opponents of Nazism both inside and outside of Germany.

Theme: What is Western Heritage?-Ancient and Modern

HIS225: Introduction to Public History (3 Credits)

Fulfills Core Requirement in History

Public History is the interpretation of the past for popular audiences in nonacademic settings. This course introduces students to the field of public history, including the subfields of museum studies, archival studies, oral history, historic site interpretation and historic preservation. Expert guest speakers, field trips and case studies expose students to a variety of professional career options. *Cross-listed with CHP225.*

Theme: Defining the American Experience

HIS251: Sport in America (3 Credits)

Fulfills Core Requirement in History

This course examines the history of sport in the United States in order to better understand American identity. Issues explored include immigration, race relations, religion, class, gender, business, politics and nationalism. Students will have the opportunity to think about how sport mirrors and, at the same time, shapes critical ideas and values in American society.

Cross-listed with AST251.

Theme: Defining the American Experience

HIS265: Modern Global History (3 Credits)

Fulfills Core Requirement in History

This course examines episodes since antiquity where the movement of people, the exchange of ideas and goods, as well as the advancement of technology has influenced politics, culture, science, and identities. From the Babylonian Captivity to Marco Polo and the Internet, inter-cultural exchanges have shaped the modern world. Through the reading of primary and secondary sources, the student will gain a greater understanding of globalization, its historic roots, and its modern impact.

Theme: Building Global Awareness

HIS270: The Historian's Craft (3 Credits)

Prerequisite(s): Open to History majors and minors with sophomore standing

The course examines the scholarly approaches that leading historians have taken to the discipline. It considers how historians analyze and interpret source materials and explores the ethical challenges that they sometimes face. Over the course of the semester, students will visit area archives and conduct research using both primary and secondary sources.

HIS297: Special Topics in European History (3 Credits)

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

HIS298: Special Topics in Non-Western History (3 Credits)

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

HIS299: Special Topics in American History (3 Credits)

Fulfills Core Requirement in History

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

Theme: Defining the American Experience

HIS306: Modern Germany (3 Credits)

Fulfills Core Requirement in History

This course concentrates on 20th century developments after a brief survey of aspects of German history before 1914 that have had an enduring effect. Special emphasis is given to Hitler and the World War II era.

Theme: What is Western Heritage?-Ancient and Modern

HIS308: Modern France (3 Credits)

Fulfills Core Requirement in History

This course considers the major political, intellectual, and cultural currents in France since 1789. The course first briefly studies the reigns of Louis XIV and Louis XV and then closely examines developments from the French Revolution to the present.

Theme: What is Western Heritage?-Ancient and Modern

HIS309: Modern Russia (3 Credits)

Fulfills Core Requirement in History

This course concentrates on the Soviet Union through its transformation into the Russia of the early 21st century, after a brief survey of those aspects of Russian history from the time of Peter the Great that have had an enduring effect on Russia in the contemporary era.

Theme: What is Western Heritage?-Ancient and Modern

HIS310: Modern England (3 Credits)

Fulfills Core Requirement in History

This course considers the major political, intellectual and cultural developments in England since 1776. The course begins with a brief consideration of the Tudor, Stuart, and Georgian periods and then closely examines English life in the 19th and 20th centuries.

Theme: What is Western Heritage?-Ancient and Modern

HIS311: Modern Ireland (3 Credits)

Fulfills Core Requirement in History

This course considers political, religious, cultural and economic developments in Ireland since 1798. Special emphasis is placed on the violence that has plagued Northern Ireland from the 1960s-1990s.

Theme: What is Western Heritage?-Ancient and Modern

HIS312: Modern Italy (3 Credits)

Fulfills Core Requirement in History

This course considers the major developments in Italy since the 1790s. The course begins with a brief account of the early

modern period and then examines events of the 19th and 20th centuries, especially the struggle for unification and Mussolini's fascist dictatorship. Attention is also paid to the Italian influx into America and the reception that the immigrants received.

Theme: What is Western Heritage?-Ancient and Modern

HIS313: American Immigrant Experience (3 Credits)

Prerequisite(s): Open to students with sophomore standing or with permission of instructor

Fulfills Core Requirement in History

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. *Cross-listed with AST 313*

Theme: Defining the American Experience

HIS316: American Economic History (3 Credits)

Fulfills Core Requirement in History

From Colonial Jamestown's commercial enterprises in the early seventeenth century to the global e-commerce of the early 21st century, economic forces have shaped the American experience. This course surveys the history of economic America from 1600 to the present. It explores the historic origins of economic growth and change, including: Colonial trade and the American Revolution; early manufacturing and westward expansion; slavery and industrialization; labor and unionization; the welfare state; and globalization. *Cross-listed with ECN316.*

Theme: Defining the American Experience

HIS320: The American Revolution (3 Credits)

Prerequisite(s): Open to students with sophomore standing or with permission of instructor

Fulfills Core Requirement in History

This course examines the American Revolution from its origins in the mid- 18th century through the ratification of the Constitution. The course explores such topics as the political, economic, and ideological factors leading to the Revolution; the major battles and military figures of the war for independence; the significance of the American Revolution in the global context; the Revolution's radical impact on America's political and social order; and the legacy of the Revolution within American society and culture as well as Western Civilization. Particular attention is given to the experience of Rhode Island and Newport during the revolutionary era.

Theme: Defining the American Experience

HIS321: America's Civil War (3 Credits)

Prerequisite(s): Open to students with sophomore standing or with permission of instructor

Fulfills Core Requirement in History

The Civil War preserved the Union, ended slavery in America, and modernized the American republic and economy. This course will introduce students to the Civil War era beginning with the economic, social and political origins of the conflict during the antebellum period; continuing with the political, military, diplomatic, and social history of the war years; and ending with an exploration of how Americans remember the Civil War today.

Theme: Defining the American Experience

HIS322: Urban America (3 Credits)

Prerequisite(s): Open to students with sophomore standing or with permission of instructor

Fulfills Core Requirement in History

A survey of urban America from the 17th through the 20th centuries that examines the impact of the city upon American history, culture and quality of life. Special emphasis is given to urban developments in the 20th century. *Cross-listed with AST322.*

Theme: Defining the American Experience

HIS324: American Political Thought (3 Credits)

Prerequisite(s): Open to students with sophomore standing or with permission of instructor

Fulfills Core Requirement in Social Sciences

This course traces the great ideas that have shaped the political history of America from its origins in English liberalism to contemporary debates over progressivism. By examining material from political, historical, and literary sources, this course surveys the dominant ideas of each epoch and the moral systems that underpin them. *Cross-listed with POL324.*

Theme: Defining the American Experience

HIS331: Contemporary Latin America (3 Credits)

Fulfills Core Requirement in Social Sciences

Central and South America and the islands of the Caribbean are discussed in terms of economic development, political and social reform, the military elite, and church-state relations. *Cross-listed with POL331.*

Theme: Building Global Awareness

HIS332: Contemporary Middle East (3 Credits)

Fulfills Core Requirement in Social Sciences

The Middle East is examined as a problem area in international relations. Emphasis is placed upon problems of Arab nationalism, Arab unity, and the economic modernization of representative countries of the region. *Cross-listed with POL332.*

Theme: Building Global Awareness

HIS333: Contemporary Africa (3 Credits)

Fulfills Core Requirement in Social Sciences

This course is an interdisciplinary approach to the study of independent African states. Attention is directed to the social, geographic, and economic settings; to the colonial experiences; and to the contemporary political situation.

Cross-listed with POL333.

Theme: Building Global Awareness

HIS334: Contemporary Asia (3 Credits)

Fulfills Core Requirement in Social Sciences

This course focuses on the modern politics and history of Asia, one of the most important and rapidly changing regions in the world. Special attention is given to China, Japan, and India. Topics include the effects of traditional cultures on modern politics, the rise of nationalism, democracy and authoritarianism, economic change, and international relations in the region.

Theme: Building Global Awareness

HIS336: Vietnam War (3 Credits)

Fulfills Core Requirement in History

The Vietnam War is examined from the perspective of both the Americans and the Vietnamese. After a survey of developments in Southeast Asia in the late 19th and early 20th centuries, the course concentrates on the war of independence from France, the struggle for unification against the United States, and the aftermath of that war into the present.

Theme: Building Global Awareness

HIS340: History of Warfare (3 Credits)

Prerequisite(s): Open to students with sophomore standing or with instructor's permission

Fulfills Core Requirement in History

The course surveys military history of the United States within a global context from America's colonial wars in the 17th century through the American conflicts in the Middle East in the 1990's. Although this course emphasizes warfare on land, it also includes the study of naval and air warfare. Each American war is examined including major battles and military leaders, the impact of war on society, and the global influence of American military power.

Theme: Defining the American Experience

HIS390: Historical Research Methods (3 Credits)

Prerequisite(s): History majors with junior standing

This course helps prepare students for the Senior Seminar (HIS490). Over the course of the semester, students strengthen their research and writing skills and begin working on their thesis topics.

HIS397: Special Topics in European History (3 Credits)

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

Theme: What is Western Heritage?-Ancient and Modern

HIS398: Special Topics in Non-Western History (3 Credits)

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

Theme: Building Global Awareness

HIS399: Special Topics in American History (3 Credits)

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

Theme: Defining the American Experience

HIS403: Modern America (3 Credits)

Prerequisite(s): Open to students with sophomore standing or with instructor's permission

Fulfills Core Requirement in History

This course considers political, social, and economic aspects of American life from World War II to the present. Emphasis is given to cultural change, and the impact of national and international events on the lifestyle of the average American.

Theme: Defining the American Experience

HIS415: Modern American Foreign Policy (3 Credits)

Prerequisite(s): Open to students with sophomore standing or with instructor's permission

Fulfills Core Requirement in History

An examination of America's leadership role on the international scene from World War II to the present, with an analysis of the interrelationship of domestic and foreign issues. *Cross-listed with POL415.*

Theme: Defining the American Experience

HIS422: American Presidency (3 Credits)

Prerequisite(s): Open to students with sophomore standing or with instructor's permission

Fulfills Core Requirement in History

This course provides an explanation of the institutional and political evolution of the presidency with an emphasis on the nature of presidential power in domestic and foreign affairs. Attention is also given to institutional conflicts with Congress and the Courts. The nature of presidential leadership and personality is also explored. *Cross-listed with POL422.*

Theme: Defining the American Experience

HIS490: Senior Thesis Capstone (4 Credits)

Prerequisite(s): Open to History majors with senior standing

This is the capstone course of the History Department. In this class students sharpen their research, writing and public speaking skills as they complete and publicly present a thesis based on their original research.

HIS491: Internship (3 Credits)

Prerequisite(s): The internship is open to junior and senior History majors with the permission of the advisor

Students work for a staff member at a local historical society, library, archive or museum on one or more projects and complete a research paper related to the history of Newport or the subject of their internship.

HIS499: Independent Study (3 Credits)

Management

MGT070: Cybercrime in Business (1 Credit)

This course explores the three most prevalent cybercrimes afflicting today's corporate security professionals: piracy, espionage, and computer hacking. By understanding how each of these threats evolved separately and then merged to form serious global threats, students will be able to examine the impact these threats posed and how the very technologies that created the problems, can help solve them.

MGT073: Building your Career Brand (1 Credit)

When entering the workplace, one is always marketing products, services, ideas, and themselves! Focused on building sustainable, successful and powerful relationships with customers, the end goal of this workshop is to increase the bottom line while creating a workplace focused on success for all involved.

MGT074: Put WOW in presentations (1 Credit)

In this fun, energetic and interactive workshop, students will discover the dynamic speaker within themselves and develop and adapt their unique style to a variety of public speaking situations: meetings, sales, job interviews, informational sessions, etc. Students will learn what they already do well and what they can do to improve. Students will then create and deliver a dynamic speech with a WOW opening, and INTRIGUING middle, and a MEMORABLE close.

MGT079: Workshop: Social Venture in Business (1 Credit)

This course explores the market for social ventures. Examples from practitioners and entrepreneurs are explored, including understanding 'capitalism with a heart' and cause ventures...for profit and non-profit. Cause related venture and cause capitalism, that help the local and global communities, are also explored.

MGT080: Career Life Planning (1 Credit)

This course provides an overview of career development theories and decision-making skills for career/life planning. It focuses on self-assessment, exploring career options and developing a mind map to help achieve career goals. The course engages students in the use of critical and strategic thinking skills in evaluating their interests, values, skills, and personality in order to understand how personal characteristics influence career choices.

MGT082: Stock Market and Wall Street (1 Credit)

This course explores the financial world. The history of the financial industry and its structure are explored. Students will get an overview of the stock market and how it functions. In addition, course content will focus on U.S. stock exchanges and their participants to better understand global impacts.

MGT084: Retail Planning & Buying (1 Credit)

With a globalization and e-commerce at an all-time high, retail buying has become easier than ever. This workshop helps students to understand insider information on retail buying from planning a product, sourcing a product, and pricing a product, to profit. This course has elements of product marketing, retail, and entrepreneurship.

MGT095: SPSS (Marketing Analysis) (1 Credit)

This course allows students to gain insights into large-scale customer data and perform sophisticated statistical analysis using IBM SPSS® Statistics software. Students will learn what customers think about specific products or services, and identify purchasing behavior to predict future preferences or buying habits.

MGT110: Sports Management in the 21st Century (3 Credits)

This course serves as the entry-level course in the Sports Management minor and provides an overview of the business of sports. Topics include regulatory agencies, players and coaches associations, labor relations, intercollegiate and professional sports, sports agencies, and the sporting goods industry. This course will also explore the management principles related to the industry of sports. This course will examine the roles technology and the media have played in the globalization of sports. Students will also be introduced to the diversity of career opportunities within the sports industry.

MGT120: Management and Organizational Behavior (3 Credits)

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

MGT130: Gender and Minority Issues in Sports (1 Credit)

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

MGT131: Media Relations - Public Relations (1 Credit)

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

MGT132: Sponsorships and Fundraising (1 Credit)

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

MGT133: Contract Negotiation in Sports (1 Credit)

This course examines the importance of contracts to define responsibilities and obligations of the parties involved in organizing and scheduling events and working with unionized groups.

MGT134: The Sports Franchise (1 Credit)

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

MGT135: Special Topics in Sports Management (1 Credit)

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

MGT200: Computer-Based Stock Market Analysis (3 Credits)

Computer systems and access to online and real-time data via the Internet has changed the way individual investors interact with the market. This course will examine Over the Counter (OTC) Bulletin Board stocks. We will examine online brokerage companies and learn how to place and execute orders online. Emphasis will be given to identifying and describing variables that contribute to the extreme volatility of small-cap and penny stocks.

MGT210: Ethical and Legal Issues in Sports (3 Credits)

This course provides an overview of the moral and ethical issues impacting industry professionals. This course will focus on the importance of both personal and social responsibility in the sports management arena, including the processes and values that exist in today's sports industry. An introduction to the foundations of the legal system and those issues that are specific in the sports industry will be discussed. Topics will include needs assessment and facility feasibility, planning, promotion and operational effectiveness, and risk management.

MGT212: Business Communication (3 Credits)

This course introduces students to four essential business communication skills: public speaking, working in teams, effective writing and communication technology. With an emphasis on group projects, students create professional presentations using various research and web-based tools. Writing assignments include resumes, cover letters, business proposals and reports. Job interviews, persuasive messages, cultural and global communications and the ethical dimensions of business communication are also explored.

MGT214: Project Management (3 Credits)

This course is designed to introduce participants to the essential planning, coordination and review processes related to effective project management and coordination. Class emphasis is on teamwork, use of appropriate planning techniques and related software packages. Participants utilize research, budgetary, written and oral communication and presentation skills to develop the planning and coordination capabilities needed for successful planning, project development and marketing. The course stresses

attention to detail, the constraints imposed by time, multiple tasking/coordination, importance of valid information and personal accountability for outcomes.

MGT240: Health Care Systems (3 Credits)

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

MGT255: Entrepreneurship (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 Becoming an Entrepreneurial Leader, Recognizing and Shaping Opportunities, Developing Business Plans and Pitching Opportunities, Attracting Talent and Building Ecosystems, Financing Entrepreneurial Ventures, Partnering with Venture Capitalists, Experimenting in the Entrepreneurial Venture, Selling and Marketing in the Entrepreneurial Venture, Scaling Entrepreneurial Ventures, Launching New Ventures in Established Companies, and Launching Global Ventures.

MGT270: Financial Management (3 Credits)

Prerequisite(s): ACC101, ACC 104

This course introduces students to the principles of financial management and their use in optimizing the value of the organization to stakeholders. The role of financial managers as decision makers and members of the senior management team is explored. Basic analytical methods and computations used in reaching sound short term as well as long-term financial decisions will be presented. The course emphasizes the importance of effectively and ethically applying financial skills in all areas of management as well as in one's personal life. Additionally, students learn about capital markets, risk and return, capital structure, methods of determining stock and bond valuations and international aspects of financial management.

MGT280: Principles of Marketing (3 Credits)

This introductory course explores key marketing concepts and potential career paths in marketing. Topics include selecting and evaluating target markets, product mix, pricing strategies, distribution channels, and communications. Through this study, students are better able to recognize the many ways in which organizations create, deliver, and communicate value to consumers.

MGT290: Management of Human Resources (3 Credits)

This course provides students with an understanding of the internal and external issues affecting human resources' decisions and policies. Critical topics examined include equal opportunity, recruitment, selection, development, utilization, performance appraisal, motivation, discipline, workplace safety, union/ management relationships, and international human resource considerations. Human resource problems are presented in a case study format and require in-depth research and analysis.

MGT300: Ethics for Business (3 Credits)

Prerequisite(s): MGT120 or permission of instructor

This course is designed to explore the influence of the personal ethics and social values on the decision-making process of business professionals. Course participants develop and use a matrix based on the frameworks of justice, rights, duty, utility and normative ethics to evaluate the consequences of business decisions on a variety of stakeholders. The attempts to curb the unethical actions of business through legal constraints are examined in depth. Emphasis is placed on research, case study analysis, critical thinking and the strengthening of individual accountability and responsibility for maintaining ethical standards based on justice, respect for the rights of others and honesty in the global business environment.

MGT305: International Issues in Consumer Behavior (3 Credits)

Prerequisite(s): MGT280

This course provides a comprehensive study of behavioral models and concepts to help understand, evaluate, and predict consumer behavior in terms of marketing implications. This course emphasizes the processes that influence the acquisition, consumption, and disposal of goods and services. Determinants of consumer behavior are studied to recognize how a variety of multicultural and interdisciplinary forces affect decision-making in a dynamic global marketing environment.

Theme: Building Global Awareness

MGT310: Personal Financial Planning (3 Credits)

This course studies contemporary issues in individual financial planning. Topics include: credit management, investment and tax strategies, insurance planning, retirement and estate planning, and other techniques useful to maximize benefits generated from net worth and cash flow.

MGT312: Sports Marketing (3 Credits)

This course explores the fundamentals of marketing and how they apply to the industry of sport. An examination of consumer behavior, product development, pricing strategies, distribution strategies, industry trends, public relations, promotions and the use of marketing communications in the sports industry are explored.

MGT315: Event Planning and Facility Management (3 Credits)

Prerequisite(s): MGT280 or MGT312

This course includes study of all aspects of event management - from implementation through execution. Insight on event planning ranging from small conferences to large events, such as tournaments and other events such as concerts and exhibits is provided. Topics will include needs assessment and facility feasibility, planning, promotion and operation effectiveness, risk management, and the importance of coordination and attention to detail.

MGT320: Investment Planning (3 Credits)

Prerequisite(s): ACC101, MGT270, and STA173

This course introduces students to the field of Investment Planning. Topics covered include: setting investment objectives, determining investment values, types of securities, market procedures, analytic techniques, including top down versus bottom up perspectives and regional and global markets. This course uses a competitive virtual money stock investment simulation to develop an understanding of the functions performed by financial planners and institutional investors. In addition, the class actively manages equity holdings and makes investment decisions involving an actual student developed Morgan Stanley stock portfolio, thereby addressing critical issues of accountability and fiduciary responsibility.

Course fee required

MGT325: Enhanced Financial Management (3 Credits)

Prerequisite(s): MGT270: Financial Management

This course will provide a more rigorous quantitative foundation for students considering finance careers requiring related certifications and serve as a prerequisite for required courses in the proposed Mathematical Finance Minor. The course will introduce students to empirical research of topics related to mergers and acquisitions, Initial Public Offerings (IPOs), corporate reorganizations, valuation, and governance. A key objective of this course will be to develop analytical tools for making sound financing and investment decisions while developing reasoning and analytical thinking skills.

MGT345: Introduction to Mathematical Finance (3 Credits)

Prerequisite(s): MGT325: Enhanced Financial Management and MTH196: Calculus II

This course considers the theme of pricing derivative securities by replication. The simplest case of this idea, static hedging, will be used to discuss net present value of a non-random cash flow, internal rate of return, and put-call option parity. Pricing by replication will next be considered in a one-period random model. Risk neutral probability measures, the Fundamental Theorems of Asset Pricing, and an introduction to expected utility maximization and mean-variance analysis will be presented. Finally, replication will be studied in a multi-period binomial model. Within this model, strategies for European and American options will be examined.

MGT350: Business Research Methods (3 Credits)

Prerequisite(s): MGT280 and STA173

The quality of business decisions is to a great extent, dependent on the information available to the decision-maker. The purpose of this course is to provide the prospective manager with an understanding of business research. The course presents research as a managerial subject oriented to decision-making. It is organized around the steps one would actually take in conducting a research project and requires a completed research project.

MGT353: Retailing (3 Credits)

Prerequisite(s): MGT280

This course will discuss the role of retailers in the channel of distribution, the types of retailers, and store vs. non-store retailing. Topics may include visual merchandising policies and techniques, retail promotions, merchandise buying, retail management, and strategic planning. This course is strongly recommended for students pursuing a career in retail management, buying, or merchandising.

MGT355: Professional Selling (3 Credits)

Prerequisite(s): MGT280

Professional Selling focuses on the development of qualified customers, list management, creation of sales presentations, and use of closing techniques. Discussion of the selling process will include both consumer and industrial sales industries. This course is strongly recommended for students pursuing a career in professional sales or sales management.

MGT357: International Marketing (3 Credits)

Prerequisite(s): MGT280

This course investigates the use of the marketing mix variables and international marketing strategies to better understand the global marketing environment. Students study methods of establishing and servicing foreign markets with emphasis on global brands, pricing strategies, distribution channels, and promotional media. Complex issues of cultural awareness, regulatory risks, competitive business practices, exporting, importing, and tariff barriers are also discussed.

MGT385: Environmental Management-Quality Systems (ISO9000/ISO14000) (3 Credits)

This course examines the relationship created by the U.S. Constitution between government, business, special interest groups, the general population and the environment (internal/external). The course places emphasis on issues of special concern for future business leaders and managers. Specific topics include compliance with internal and external environmental standards established by the Environmental Protection Agency and Occupational Safety and Health Administration as they relate to workplace processes, training, safety, stakeholder concerns and responsible stewardship of resources. International quality standards associated with ISO 9000 (quality) and ISO 14000 (environmental) are integral to the course. Course participants are assigned appropriate research projects linked to course objectives that include cost-benefit analysis, waste stream analysis, training, documentation, reporting, and inspection requirements essential to achieve and sustain regulatory compliance and process improvement. The course includes visits to off-campus sites to integrate classroom learning with first-hand observations.

MGT390: Marketing Communications (3 Credits)

Prerequisite(s): MGT280

This course focuses on the role of integrated marketing communications in marketing strategy. Coordinating the promotional elements of advertising, sales promotion, public relations/publicity, interactive/Internet media, direct marketing, social media, digital marketing and personal selling for maximum marketing effectiveness is investigated. Both the creative and analytical sides of marketing communications are explored. Students create an integrated marketing communications campaign where they develop a campaign theme, conduct primary research, develop creative marketing pieces, plan a media buy, create a media calendar, construct a communications budget, project return on investment, and suggest implementation procedures.

MGT391: Japan and the Pacific Rim (3 Credits)

The objective of this course is to increase the understanding of history and social practices on the business relationships between the United States and Japan and other East Asian nations along the Pacific Rim. Participants will examine factors that shape Japanese leadership, decision processes, group norms and social attitudes. Research topics are assigned to facilitate class discussion and understanding of key aspects of Japanese social and political evolution that shape trading and business relationships. This course is strongly suggested for students considering the study abroad opportunity in Japan or East Asia.

MGT399: Special Topics in Management (3 Credits)

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

MGT403: Business Law - Labor Law (3 Credits)

This course provides business majors essential information related to the legal aspects of the U.S. business environment. Course

content includes the relationships of principal and agent, partnerships, corporate formation and termination. Key aspects of contract law, labor law, personal property, liability, commercial paper, and secured transactions and how to read and question contents of legal documents are included in the scope of the course.

MGT415: Discrete Time Finance (3 Credits)

Prerequisite(s): MGT345, MTH203, and STA173

This course introduces the Black-Scholes option pricing formula, shows how the binomial model provides a discretization of this formula, and uses this connection to fit the binomial model to data. Following this analysis, the course will discuss Continuous Time Finance by examining in the binomial model, the mathematical technology of filtrations, martingales, Markov processes, and risk neutral measures. Additional topics will include American options, expected utility maximization, the Fundamental Theorems of Asset Pricing in a multi-period setting, and term structure modeling.

MGT422: Marketing Strategies (3 Credits)

Prerequisite(s): MGT390 and MGT305, Marketing Majors

Capstone for marketing majors only

Upon completion of this course, students will be able to conduct internal and external analyses, create marketing objectives, and determine appropriate strategy and evaluation criteria. Students will also engage in discussions of competitive and defensive strategies in the marketplace, and will complete marketing case studies. In addition, students will prepare for their entry into the business world by creating a professional portfolio.

MGT425: Continuous Time Finance (3 Credits)

Prerequisite or co-requisite: MGT415 and MTH301, STA173, or equivalent

This course will begin with Brownian motion, stochastic integration and Ito's formula from stochastic calculus. This framework is used to develop the Black-Scholes option pricing formula and the Black-Scholes partial differentiation equation. Additional topics will include credit risk, simulation, and expected utility maximization.

MGT490: Strategic Business Planning Capstone (4 Credits)

Prerequisite(s): Senior Standing, MGT270 and STA173, or permission of the instructor

Capstone for Accounting, Business Administration, Economics (BA and BS), Financial Management, Global Business and Economics, Health Care Administration and Marketing majors

MGT490 course serves as an integrative Capstone for the major and the core. Participants in the course are required to identify a potential business opportunity, develop mission and vision statements, conduct strengths, weaknesses, opportunities and threats analyses and market research with a supporting strategic plan, marketing plan, human resource staffing plan, pro forma financial plan with financial statements and plan of operations. Participants interact with the local community to identify potential locations for the business, determine applicable regulations and sources of funding. Business faculty work with students throughout the course to provide structure and guidance. Students are required to make a formal presentation of their proposed business plan to a panel of evaluators comprised of business professionals.

MGT491: Professional Internship in Business (3 Credits)

Prerequisite(s): Junior or senior standing or permission of instructor. The second internship (if approved) is applied as an elective

The internship program is designed to provide students with the opportunity to gain practical work experience in a responsible position in a business or government agency. Interns are provided with meaningful work assignments and assigned research projects related to their work experience. Opportunities are developed in consultation with the course instructor and department chair and require approval of both. A second internship is allowed (a total of six credits) provided the second internship is completed at a different organization. *Cross-listed with ACC491 and ECN491*

MGT499: Independent Study (3 Credits)

Prerequisite(s): Junior or senior standing, acceptance of project by a faculty member and permission of the department chair
Supervised study in an area not available in regularly scheduled courses.

Mathematics

MTH170: Concepts in Mathematics (3 Credits)

Fulfills Core Requirement in Mathematics

This course stresses the breadth of mathematics both continuous and discrete, probabilistic as well as deterministic, computational and conceptual while providing students with tools needed to investigate, explore and understand the thematic connections that exist between discipline-based courses. Students investigate appropriate mathematical subject matter drawn from areas such as graphs and networks, the concept of change, combinatorics and probability, modern algebra and number theory. In addition to considering mathematical concepts that are the foundations of these areas in mathematics, students investigate applications of mathematics.

MTH171: Mathematics in the Social Sciences (3 Credits)

Fulfills Core Requirement in Mathematics

Students study some of the great achievements and concepts in the discipline of mathematics. This course stresses the breadth and application of mathematics in the context of the social sciences while providing students with tools needed to investigate, explore and understand the thematic connections that exist between discipline-based courses. Students employ appropriate mathematical concepts to investigate questions related to such issues as voting systems, apportionment of representation and fair division of resources. In addition to considering mathematical concepts that are the foundation of these areas, students investigate applications of this mathematics.

MTH172: Quantitative Methods for Business (3 Credits)

Fulfills Core Requirement in Mathematics

Students study some of the great achievements and concepts in the discipline of mathematics along with their use in the analysis and solution of business problems. Students study the mathematics of finance, decision analysis, project management, and demand forecasting. Students study and apply the mathematical concepts related to expected value decision making and linear programming. Students also study exponential, trend adjusted, and seasonal forecasting as well as quantitative financial concepts such as interest, discounts, annuities, and present value analysis.

MTH173: Discrete Mathematics (3 Credits)

Fulfills Core Requirement in Mathematics

This is a course in the foundations of mathematical ideas that underlie the science of computing. The topics that are explored are logical operations, relations and arguments, mathematical induction and recursion, set relations and operations, combinatorics, elementary graph theory, algorithms and computation, and number theory with applications to cryptography.

MTH191: Applied Calculus (3 Credits)

Prerequisite(s): High school algebra II.

Fulfills Core Requirement in Mathematics

Students study topics that include functions, models, and average rate of change, limits, instantaneous rates of change, the derivative, differentiation techniques, applications of the derivative, and a brief introduction to integration.

MTH195: Calculus I (4 Credits)

Prerequisite(s): High School precalculus or equivalent

Fulfills Core Requirements in Mathematics

This course covers the following topics: limits and continuity, the derivative, finding and interpreting the derivative, graphing and optimization, integrals of a function of one variable, the fundamental theorem of calculus, integration by parts. The level and pace of this course are generally greater than those of the Applied Calculus course (MTH 191), and some proofs of important theorems are studied.

MTH196: Calculus II (4 Credits)

Prerequisite(s): MTH195 or equivalent, or MTH191 with consent of instructor

Fulfills Core Requirement in Mathematics

This course covers the following topics: techniques and applications of integration, infinite series, parametric equations and polar

coordinates, vectors and the geometry of space, functions of several variables, and partial derivatives. Some proofs of important theorems are studied.

MTH203: Calculus III (4 Credits)

Prerequisite(s): MTH196 or equivalent

Fulfills Core Requirement in Mathematics

This course covers the following topics: applications of partial derivatives, multiple integrals, vector fields, divergence and curl of a vector field, line and surface integrals, Green's Theorem, Divergence Theorem and Stokes' Theorem and their applications. Some proofs of important theorems are studied.

MTH211: Linear Algebra (3 Credits)

Prerequisite(s): MTH196 or equivalent

Fulfills Core Requirement in Mathematics

This course covers the following topics: matrix algebra, systems of linear equations, vector spaces, linear transformations, eigenvalues, eigenvectors and applications. Historical notes are included throughout the course.

MTH213: Differential Equations (3 Credits)

Prerequisite(s): MTH196 or equivalent, and MTH211 or consent of instructor

This course covers the following topics: first-order ordinary differential equations, higher-order linear differential equations, stability and phase plane analysis, Laplace transformations, series solutions, numerical methods, and applications. Historical notes are included throughout the course.

MTH315: Geometry (3 Credits)

Prerequisite(s): MTH196 or consent of instructor

Students study concepts of geometry. In particular, students study Euclidean and non-Euclidean geometries. Historical notes are included throughout the course.

MTH399: Special Topics (1-3 Credits)

The purpose of this course is to provide an opportunity for students to investigate topics not covered in ordinary course work. The subject matter varies to suit the students and the interests of the professor.

MTH411: Analysis I (3 Credits)

Prerequisite(s): MTH173 and MTH203

Topics are chosen from functions of one and several variables, differentiation and Riemann integration, and sequences and series of numbers. Historical notes are included throughout the course.

MTH412: Analysis II (3 Credits)

Prerequisite(s): MTH411

Topics are chosen from metric and normed spaces, sequences and series of functions, and complex variables. Historical notes are included throughout the course.

MTH421: Abstract Algebra (3 Credits)

Prerequisite(s): MTH173 and MTH211

In this course students study groups, rings and fields. Topics in number theory are also explored and historical notes are included throughout the course.

MTH490: Senior Seminar Capstone (3 Credits)

This course serves as an integrative capstone for the major and the core. Students participate in a weekly seminar on topics in mathematics that build upon and extend beyond the material covered in our regular courses. Each student develops a proposal for an in-depth study of a particular topic of interest. Students will give a presentation of their topic in the seminar during the final weeks of the semester and a final written report will be submitted to the department faculty. This seminar serves as an integrative capstone linking enduring questions and interdisciplinary knowledge from the Core Curriculum to students' majors.

MTH491: Internship (1-3 Credits)

MTH499: Independent Study (1-3 Credits)

Medical Technology

MET301: Clinical Laboratory Practicum I (3 Credits)

Prerequisite(s): Declared BS Microbiology and MedTech majors; others by permission

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

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

MET302: Clinical Laboratory Practicum II (3 Credits)

Prerequisite(s): MET301: Clinical Laboratory Practicum I Matriculation as a BS Medical Technology major

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

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

MET400: Clinical Laboratory Techniques (32 Credits)

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

MET410: Clinical Microbiology (8 Credits)

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

MET420: Clinical Chemistry (8 Credits)

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

MET430: Immunohematology (4 Credits)

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

MET440: Hematology and Coagulation (6 Credits)

This course addresses the morphology of the blood and blood-forming organs and the study of abnormalities associated with diseases. Diagnostic procedures are emphasized. Experience is also gained in the dynamics of coagulation. During the clinical laboratory rotation, the student is expected to master the routine procedures performed in hematology and to become familiar with specialized hematology procedures and automated hematology instrumentation. MET450: Clinical Microscopy This course consists of lectures and laboratory practice in the microscopy of body fluids. Topics covered include the anatomy and physiology of the kidney, the formation and composition of urine, urine chemistry procedures, and the appearance of normal and abnormal urine sediments.

MET460: Molecular Pathology (2 Credits)

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

Note: This Course is not offered by all affiliated hospitals.

MET470: Professional Topics (2 Credits)

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

MET480: Clinical Immunology (2 Credits)

This course will cover the reaction of antigens with antibodies and the role of the laboratory in detecting and identifying the antibodies and antigens. Topics of discussion will include defining disease states associated with autoimmune diseases, hypersensitivity, immunization and other antigen/antibody interactions.

Military Science and Leadership (Army ROTC)

MSL101: Introduction to Leadership I (1 Credit)

Introduction to leadership dimensions while presenting a big-picture understanding of a leadership development program.

Students have the option of participating in events including rappelling and land navigation. No military obligation is associated with this course.

Open to all levels.

MSL102: Introduction to Leadership II (1 Credit)

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

MSL201: Leadership and Military History (3 Credits)

Study of innovative leadership styles and Army tactics by examining key battles throughout history. Case studies will provide a tangible context for learning ethical decision making and warrior ethos as they apply in the contemporary operating environment.

Open to all levels.

MSL202: Leadership and Team Building (3 Credits)

Examines the challenges of leading teams in the complex contemporary operating environment (COE). This course highlights dimensions of terrain analysis, patrolling and operation orders in the context of military operations.

Open to all levels.

MSL300: Leadership Training Internship (6 Credits)

Permission required, contact a Military Science Department advisor.

Four-week paid summer internship held at Fort Knox, KY. Upon completion, the student will receive six credits and meet the requirements of the 100 and 200 level studies and qualify for continued studies in leadership development.

MSL301: Advanced Leadership Management I (3 Credits)

Permission required, contact a Military Science Department advisor.

Integrates the principles and practices of effective leadership and personal development in order to adequately prepare you for the U.S. Army's Leader Development and Assessment program.

MSL302: Advanced Leadership Management II (3 Credits)

Permission required, contact a Military Science Department advisor.

Builds on the foundation of MSL301. The focus is on developing students' situational leadership abilities to enable them to succeed in demanding, realistic, and stressful practical exercises requiring mental and physical agility.

MSL401: Adaptive Leadership (3 Credits)

Prerequisite(s): MSL301, MSL302, or permission. Contact a Military Science Department advisor

.Students will experience opportunities in planning and leading student operations in order to develop as adaptive leaders. Classroom and situational leadership experiences are designed to prepare students for their first work place experience.

MSL402: Adaptive Leadership in a Complex World (3 Credits)

Prerequisite(s): MSL301, MSL302, and MSL401, or permission. Contact a Military Science Department advisor.

Explores the dynamics of leading in complex situations. Differences in cultural customs and courtesies, law of land warfare, and rules of engagement in the face of international terrorism are studied.

Modern Languages

Arabic

ARA111: Elementary Arabic I (3 Credits)

Fulfills Core Requirement in Foreign Languages

In this course students learn the basics of Modern Standard Arabic, the variety of Arabic that is used in formal oral and written communication throughout the Arab world. Teaching method is proficiency-oriented and skills-based. Students will communicate in Arabic as much as possible, using all linguistic skills.

Theme: Building Global Awareness

ARA112: Elementary Arabic II (3 Credits)

Prerequisite(s): ARA 111 or permission of Department Chair

Fulfills Core Requirement in Foreign Languages

In this course learners acquire and activate a variety of vocabulary items in authentic contexts. Grammar covers basic sentence structures, such as verb conjugation, sentence types, and agreement. The combination of activated vocabulary and grammar will result in students' ability to speak, read, and comprehend basic Arabic as well as to connect culture to language use in everyday life.

Theme: Building Global Awareness

Chinese

CHN111: Elementary Chinese I (3 Credits)

Fulfills Core Requirement in Foreign Languages

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

Theme: Building Global Awareness

CHN112: Elementary Chinese II (3 Credits)

Prerequisite or co-requisite: CHN-111 or permission of department chair

Fulfills Core Requirement in Foreign Languages

In this course, building on the foundation of Elementary Chinese I, the Hanyu Pinyin system of phonetic notations will be taught and long form Chinese characters will be used. Fundamental skills of Chinese will be further developed in reading, listening, speaking and writing.

Theme: Building Global Awareness

French

FRN085: Contemporary French Film Workshop (1 Credits)

This workshop runs in conjunction with Salve's French Film Festival every spring. Students are required to view a specific number of films and complete short writing assignments in English based on the films they see. A short organizational meeting is held early in the spring semester before the festival begins. Films are in French with English subtitles. *Spring Semesters*

FRN111: Elementary French I (3 Credits)

Fulfills Core Requirement in Foreign Languages

This course stresses the development of the four basic skills: listening, speaking, reading, and writing. The grammar necessary for spoken and written expression is also studied. In addition, students are introduced to the cultures of French-speaking countries. Conducted primarily in French. *Fall Semesters*

Theme: Building Global Awareness

FRN112: Elementary French II (3 Credits)

Prerequisite(s): FRN111, placement exam result or permission of department chair

Fulfills Core Requirement in Foreign Languages

This course, a continuation of Elementary French I, stresses the further development of the four basic skills: listening, speaking, reading, and writing. Continued study of the grammar necessary for spoken and written expression. In addition, students are introduced to the cultures of French-speaking countries. Conducted primarily in French. *Spring Semesters*

Theme: Building Global Awareness

FRN205: Intermediate French I (3 Credits)

Prerequisite(s): FRN112, placement exam result or permission of department chair

Fulfills Core Requirement in Foreign Languages

This course continues to develop the four basic skills and provides the student with a comprehensive review of the fundamental principles of grammar necessary for a more advanced level of spoken and written French. Conducted in French. *Fall Semesters*

Theme: Building Global Awareness

FRN206: Intermediate French II (3 Credits)

Prerequisite(s): FRN205, placement exam result or permission of department chair

This course further develops the four basic skills and provides the student with a comprehensive review of the fundamental principles of grammar necessary for a more advanced level of spoken and written French. Conducted in French. *Spring Semesters*

Theme: Building Global Awareness

FRN241: Communication and Cultures I (3 Credits)

Prerequisite(s): FRN 206, placement exam result or permission of instructor

Fulfills Core Curriculum in Foreign Languages

This course seeks to consolidate student learning in the four skills of reading, writing, speaking and listening through engagement with the five critical areas of language-learning: communication, cultures, connections, comparisons and communities. Students will review and expand their knowledge of French through class discussion and writing assignments related to film, literature, and media from France and other Francophone countries. Conducted in French. *Fall Semesters*

Theme: Building Global Awareness

FRN242: Communication and Cultures II (3 Credits)

Prerequisite(s): FRN241, placement exam result or permission of instructor

Fulfills Core Requirement in Foreign Languages

This course continues the work begun in FRN241 to consolidate student learning in the four skills of reading, writing, speaking and listening through engagement with the five critical areas of language-learning: communication, cultures, connections, comparisons and communities. Students will review and expand their knowledge of French through class discussion and writing assignments related to film, literature, and media from France and other Francophone countries. Conducted in French. *Spring Semesters*

Theme: Building Global Awareness

FRN245: Introduction to Linguistics (3 Credits)

Fulfills Core Requirement in Social Sciences

Introduces the study of language and its subcomponents: syntax, semantics, morphology, phonetics, and phonology. Focuses on how these components of language work and interact to inform linguistic systems from various world languages. Applies this knowledge to the study of language use in social contexts and human interaction, writing systems, language change, and

language acquisition. Conducted in English. *Cross-listed with LIN245 and SPA245.*
Building Global Awareness

FRN302: Advanced French Conversation (3 Credits)

Prerequisite(s): FRN242 or permission of instructor

Fulfills Core Requirement in Foreign Languages

Continued development of oral skills in pronunciation, everyday vocabulary, discussions, reports on articles read in periodicals and newspapers, and short speeches. Conducted in French.

Theme: Building Global Awareness

FRN304: Advanced French Grammar and Composition (3 Credits)

Prerequisite(s): FRN242 or permission of instructor

Fulfills Core Requirement in Foreign Languages

An advanced course in contemporary written French. Grammatical concepts and the linguistic means to express them are developed through frequent compositions and critiques with emphasis on stylistic devices. Conducted in French.

FRN305: French Culture and Civilization-The Hexagon (3 Credits)

Prerequisite(s): FRN242 or permission of instructor

Fulfills Core Requirement in Foreign Languages

French civilization as it developed from traditional customs to the political, economic, cultural, and social issues of the present day. Conducted in French.

Theme: What is Western Heritage?-Ancient and Modern

FRN306: Cultures of the Francophone World (3 Credits)

Prerequisite(s): FRN242 or permission of instructor

Fulfills Core Requirement in Foreign Languages

Surveys and explores one of more cultures in which French is a primary means of communication. The course may cover anything from traditional customs to the political, economic, cultural, and social issues of the present day. Conducted in French.

Theme: Building Global Awareness

FRN308: Teaching a Modern Foreign Language (3 Credits)

Prerequisite(s): French and/or Spanish major or minor

Explores theories of second language acquisition and presents language teaching methodologies and their applications with regard to the concepts of proficiency and the communicative language classroom. Concepts will be applied through crafting, sharing and discussing individual classroom activities, assessments, lesson and unit plans. Teaching demonstrations by students provide practical experience in the classroom setting for future language teachers. Conducted in English.

Cross-listed with LIN308 and SPA308

FRN330: Practicum in Elementary Language Instruction (1 Credit)

Prerequisite(s): SCD320 and SCD321

This clinical experience at the elementary level enables teacher education candidates to observe in local classrooms for evidence of the elements and principles learned in prior education courses required for the major. In addition, students will be able to contrast this experience with previous experience at the middle and secondary levels in SCD 298 and SCD 321 respectively. Candidates are required to write formal reflections of observations, as well as to engage in and reflect upon initial teaching experiences, employing principles learned in SCD 320.

Cross-listed with SPA330

FRN311: Survey of French Literature I (3 Credits)

Prerequisite(s): FRN242 or permission of instructor

Fulfills Core Requirement in Foreign Languages

General survey of French authors and literary forms from the late 11th century through the 18th century, with attention to literary trends, genres, and influences, techniques of literary study and particularly "explication de texte." Conducted in French.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

FRN312: Survey of French Literature II (3 Credits)

Prerequisite(s): FRN242 or permission of instructor

Fulfills Core Requirement in Foreign Languages

General survey of French authors and literary forms from the 19th and 20th centuries including the major romantics, realists, symbolists, novelists, dramatists, and techniques of literary study, particularly "explication de texte." Conducted in French.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

FRN399: Special Topics in French Studies (3 Credits)

Special topics courses are offered as electives on a cyclical basis and include such subjects as Business and Administrative French, French for Diplomacy and Political Science, French Cinema, French Drama, Francophone African Literature and Principles of Translation.

FRN404: Phonetics and Pronunciation (3 Credits)

Prerequisite(s): FRN242

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

FRN450: Capstone (3 Credits)

The French Capstone course engages the skills that students have developed in earlier Core courses in the Liberal Arts and in University Seminars to analyze texts (books, films, articles, etc.) and to write and speak about those texts in French. In addition, this capstone course will study a culture or cultures outside of the United States. Students will also engage Core themes. *Cross-listed with appropriate upper-level French course.*

FRN470: Senior Seminar in French (3 Credits)

Prerequisite(s): Senior French majors, or permission of department chair

The seminar participant conducts an intensive investigation of a specific topic in his/her area of concentration and presents a paper for open discussion and response. Faculty members assist as coordinators and resource consultants at seminar sessions. Attendance is required at all seminars.

FRN499: Thesis (3 Credits)

Prerequisite(s): Advanced standing, acceptance of project by a member of the faculty, and permission of department chair.

For the advanced student, individual research and reports on areas of special interest not offered in the curriculum.

German

GRM111: Elementary German I (3 Credits)

Fulfills Core Requirement in Foreign Language

For students with little or no high school experience with German. This course stresses the development of the four basic skills: listening, speaking, reading, and writing. The grammar necessary for spoken and written expression is also studied. In addition, students are introduced to the cultures of German-speaking countries. Conducted primarily in German.

Theme: Building Global Awareness

GRM112: Elementary German II (3 Credits)

Prerequisite(s): GRM111 or permission of department chair

Fulfills Core Requirement in Foreign Language

This course, a continuation of Elementary German I, stresses further development of the four basic skills: listening, speaking, reading, and writing. Continued study of the grammar necessary for spoken and written expression. In addition, students are introduced to the cultures of German-speaking countries. Conducted primarily in German.

Theme: Building Global Awareness

Italian

ITL111: Elementary Italian I (3 Credits)

Fulfills Core Requirement in Foreign Languages

For students with little or no high school experience with Italian. This course stresses the development of the four basic skills: reading, writing, speaking, and listening. The grammar necessary for spoken and written expression is also studied along with cultural components. Conducted primarily in Italian. *Fall Semesters*

Theme: Building Global Awareness

ITL112: Elementary Italian II (3 Credits)

Prerequisite(s): Prerequisite: ITL111, placement exam result or permission of department chair

Fulfills Core Requirement in Foreign Languages

A continuation of Elementary Italian I. This course stresses the further development of the four basic skills: reading, writing, speaking, and listening. Continued study of the grammar necessary for spoken and written expression along with cultural components. Conducted primarily in Italian. *Spring Semesters*

Theme: Building Global Awareness

ITL205: Intermediate Italian I (3 Credits)

Prerequisite(s): ITL112, placement exam result or permission of department chair

Fulfills Core Requirement in Foreign Languages

Course for students who have pursued Italian in high school for three or four years or who have completed ITL112. The aim of this course is to consolidate previous language study into a functional body of knowledge, supplementing the review of Italian grammar with cultural reading, increased oral proficiency and writing skills. Conducted in Italian. *Fall Semesters*

Theme: Building Global Awareness

ITL206: Intermediate Italian II (3 Credits)

Prerequisite(s): ITL205, placement exam result or permission of department chair

Fulfills Core Requirement in Foreign Languages

Course for students who have pursued Italian in high school for three or four years or who have completed ITL 205 or equivalent. The aim of this course is to consolidate previous language study into a functional body of knowledge, supplementing the review of Italian grammar with cultural reading, increased oral proficiency and writing skills. Conducted in Italian. *Spring Semesters*

Theme: Building Global Awareness

ITL241: Italian Culture & Civilization (3 Credits)

Prerequisite(s): ITL206, placement exam result or permission of department chair

Fulfills Core Requirement in Foreign Languages

An overview of contemporary Italian civilization as it developed from Roman antiquity through the Middle Ages to the political, economic, cultural, and social issues of the present day. Conducted in Italian. *Fall Semesters*

Theme: What is Western Heritage?-Ancient and Modern

ITL242: Introduction to Italian Literature (3 Credits)

Prerequisite(s): ITL206, placement exam result or permission of department chair

Fulfills Core Requirement in Foreign Language

This course focuses on learning and applying techniques of literary analysis to Italian literature chosen by the instructor.

Instructor choices can range from such works as Dante's Divine Comedy to Boccaccio's Decameron to modern novels/short stories/theatre. Conducted in Italian. *Spring Semesters*

Theme: Engaging Creative, Aesthetic and Spiritual Experience

ITL299: Topics in Italian Studies (3 Credits)

This course, taught in English, offers the opportunity for in-depth study of additional areas in Italian Studies, including but not limited to Italian film, Italian literature, and the Italian-American experience.

ITL399: Special Topics (3 Credits)

Prerequisite(s): ITL206 or permission of department chair

These courses offer the opportunity for in-depth study of additional areas in Italian Studies, including but not limited to Italian film, Italian literature, and the Italian-American experience. Conducted in Italian.

Latin**LAT101: Elementary Latin I (3 Credits)**

Fulfills Core Requirement in Foreign Languages

A study of the forms and essential principles of syntax in classical Latin. There is an introduction to composition, and some attention is given to classical pronunciation.

Theme: What is Western Heritage?-Ancient and Modern

LAT102: Elementary Latin II (3 Credits)

Prerequisite(s): LAT101 or equivalent

Fulfills Core Requirement in Foreign Languages

A continuing study of the structures and syntax of classical Latin. Some attention is given to composition and to differing stylistic traditions.

Theme: What is Western Heritage?-Ancient and Modern

Linguistics**LIN200: The Social Fabric: Language in Society (3 Credits)**

Fulfills Core Requirement in Social Sciences

This course delves into issues in language and culture from a linguistic perspective. It explores the complex intersections of language, culture, race, ethnicity, and gender through social interactions and their dynamics. Students learn about and discuss the tools and techniques that inform inquiry in these frameworks in order to better understand issues of language and inequality, language and power, language ideology, and the construction of social relationships. Students also consider language change, including language shift, pidgins, creoles, and language endangerment. Conducted in English. *Cross-listed with SOA200*

Theme: Building Global Awareness

LIN245: Introduction to Linguistics (3 Credits)

Fulfills Core Requirement in Social Sciences

Introduces the study of language and its subcomponents: syntax, semantics, morphology, phonetics, and phonology. Focuses on how these components of language work and interact to inform linguistic systems from various world languages. Applies this knowledge to the study of language use in social contexts and human interaction, writing systems, language change, and language acquisition. Conducted in English. *Cross-listed with FRN245 and SPA245.*

Theme: Building Global Awareness

LIN308: Teaching a Modern Foreign Language (3 Credits)

Prerequisite(s): French and/or Spanish major or minor.

Explores theories of second language acquisition and presents language teaching methodologies and their applications with regard to the concepts of proficiency and the communicative language classroom. Concepts will be applied through crafting, sharing and discussing individual classroom activities, assessments, lesson and unit plans. Teaching demonstrations by students provide practical experience in the classroom setting for future language teachers. Conducted in English. *Cross-listed with FRN308 and SPA308.*

LIN350: Principles of Second Language Acquisition (3 Credits)

Prerequisite(s): LIN-245 or permission of the instructor

This course introduces theories and research associated with second language acquisition (SLA). It presents the major research issues, both theoretical and empirical, of the field, and identifies the principles and processes that govern second language learning and use. Important factors in SLA are discussed with attention to understanding their impact on language learning. Topics include but are not limited to: second-language development, variability in learner language, input/output, social,

cognitive, and affective factors influencing acquisition, naturalistic vs. tutored SLA, and language pedagogy. Conducted in English.

LIN345: Intercultural Communication (3 Credits)

Fulfills Core Requirement in Social Sciences

Introduces major issues related to intercultural communication in order to develop skills to build and maintain positive communication and relationships across cultures. Students will explore the definition, nature, and manifestation of culture while examining their own values, traditions and beliefs. Students will develop skills necessary to analyze episodes of intercultural interaction, and to reflect on their own communication behavior in intercultural settings, exploring similarities and differences in language usage, nonverbal style, and pragmatic issues such as politeness in order to see how these influence face-to-face communication between individuals of different cultural backgrounds. Conducted in English.

Theme: Building Global Awareness

LIN399: Special Topics in Linguistics (3 Credits)

Prerequisite(s): None

These courses offer the opportunity for in-depth study of additional areas of linguistics, including but not limited to subfields of linguistics, such as phonetics/phonology, syntax, morphology, historical linguistics, or applied fields such as psycholinguistics, language acquisition, or forensic linguistics.

Portuguese

PTG111: Elementary Portuguese I (3 Credits)

Fulfills Core Requirement in Foreign Languages

Course for students who have not previously studied Portuguese. Students engage in activities and exercises designed to develop skills in oral/aural proficiency, as well as reading and writing Portuguese. Emphasis is also placed on increasing the student's awareness of Lusophone countries and cultures. Conducted primarily in Portuguese.

Theme: Building Global Awareness

PTG112: Elementary Portuguese II (3 Credits)

Prerequisite(s): PTG111 or permission from department chair

Fulfills Core Requirement in Foreign Languages

Continuation of Elementary Portuguese I. Students engage in activities and exercises designed to further develop skills in oral/aural proficiency, as well as reading and writing Portuguese. Continued emphasis is also placed on increasing the student's awareness of Lusophone countries and cultures. Conducted primarily in Portuguese.

Theme: Building Global Awareness

PTG201: Portuguese for Spanish Speakers (3 Credits)

Prerequisite(s): SPA242 or completion of Salve short-term study abroad in the Dominican Republic or permission of department chair. Open to all students who fulfill the pre-requisite but priority given to NUR, HCA, ADJ, and SWK majors

An accelerated course in Portuguese for speakers of Spanish, this course will cover significant grammatical and cultural material in Portuguese and will provide a strong foundation for both written and spoken communication.

Spanish

SPA101: Practical Spanish I (3 Credits)

The aim of these courses is to facilitate the learning of the Spanish language through total immersion. Emphasis is on building a practical vocabulary and the ability to function in a variety of Spanish-speaking countries.

Offered only through Study Abroad Programs

SPA102: Practical Spanish II (3 Credits)

The aim of these courses is to facilitate the learning of the Spanish language through total immersion. Emphasis is on building a

practical vocabulary and the ability to function in Mexico, in Spain or in other Spanish-speaking countries.
Offered only through Study Abroad Programs

SPA111: Elementary Spanish I (3 Credits)

Fulfills Core Requirement in Foreign Languages

For those students who have not previously studied Spanish. This course provides opportunities for the development of the fundamental skills: reading, speaking, listening, and writing. Students are also introduced to the cultures of the 21 Spanish-speaking countries. Conducted primarily in Spanish. *Fall Semesters*

Theme: Building Global Awareness

SPA112: Elementary Spanish II (3 Credits)

Prerequisite(s): SPA111, placement exam result or permission of department chair

Fulfills Core Requirement in Foreign Languages

This course, a continuation of SPA111, provides further opportunities for the development of the fundamental skills: reading, speaking, listening, and writing. Continued introduction to the cultures of the 21 Spanish-speaking countries. Conducted primarily in Spanish. *Fall and Spring Semesters*

Theme: Building Global Awareness

SPA205: Intermediate Spanish I (3 Credits)

Prerequisite(s): SPA112, placement exam result or permission of department chair

Fulfills Core Requirement in Foreign Languages

For students who have pursued Spanish in high school for three to four years, or who have completed SPA112. The aim of this course is to consolidate previous language study into a functional body of knowledge, supplementing the review of Spanish grammar with cultural readings, increased oral proficiency, and writing skills. Conducted in Spanish. *Fall and Spring Semesters*

Theme: Building Global Awareness

SPA206: Intermediate Spanish II (3 Credits)

Prerequisite(s): SPA205, placement exam result or permission of department chair

Fulfills Core Requirement in Foreign Languages

This course continues the work begun in SPA205 consolidating previous language study into a functional body of knowledge, supplementing the review of Spanish grammar with cultural readings, increased oral proficiency, and writing skills. Conducted in Spanish. *Fall and Spring Semesters*

Theme: Building Global Awareness

SPA208: Spanish for the Professions (3 Credits)

Prerequisite(s): SPA205 or permission of department chair

Open to all students who fulfill the prerequisite, but priority given to NUR, HCA, ADJ, SWK majors

Fulfills Core Requirement in Foreign Languages

This course focuses on issues related to delivering healthcare and service to Spanish-speakers, including the acquisition of specialized vocabulary and grammar contextualized in real-world scenarios. Required for those in the Spanish for the Health and Services Professions minor and for those participating the Salve short-term study abroad in the Dominican Republic. Conducted in Spanish. *Spring Semesters*

Theme: Defining the American Experience

SPA241: Communication and Cultures I (3 Credits)

Prerequisite(s): SPA206, placement exam result or permission of instructor

Fulfills Core Requirement in Foreign Languages

This course seeks to consolidate student learning in the four skills of reading, writing, speaking and listening through engagement with the five critical areas of language-learning: communication, cultures, connections, comparisons and communities. Students will review and expand their knowledge of Spanish through class discussion and writing assignments related to film, literature, and media from the Spanish-speaking world. Conducted in Spanish. *Fall Semesters*

Theme: Building Global Awareness

SPA242: Communication and Cultures II (3 Credits)

Prerequisite(s): SPA241, placement exam result or permission of instructor

Fulfills Core Requirement in Foreign Languages

This course continues the work begun in SPA241 to consolidate student learning in the four skills of reading, writing, speaking and listening through engagement with the five critical areas of language-learning: communication, cultures, connections, comparisons and communities. Students will review and expand their knowledge of Spanish through class discussion and writing assignments related to film, literature, and media from the Spanish-speaking world. Conducted in Spanish. *Spring Semesters*

Theme: Building Global Awareness

SPA245: Introduction to Linguistics (3 Credits)

Fulfills Core Requirement in Social Sciences

Introduces the study of language and its subcomponents: syntax, semantics, morphology, phonetics, and phonology. Focuses on how these components of language work and interact to inform linguistic systems from various world languages. Applies this knowledge to the study of language use in social contexts and human interaction, writing systems, language change, and language acquisition. Conducted in English. *Cross-listed with FRN245 and LIN245.*

Theme: Building Global Awareness

SPA304: Advanced Spanish Grammar (3 Credits)

Prerequisite(s): SPA205 and SPA206 or equivalent

Fulfill Core Requirement in Foreign Languages

An intensive study of the grammatical structure of the Spanish language.

Theme: Building Global Awareness

SPA305: Spanish American Cultures and Civilizations (3 Credits)

Prerequisite(s): SPA242 or permission of instructor

Fulfills Core Requirement in Foreign Languages

This course examines the development of Spanish American nations, from pre- Columbian times through Independence and up to modern times. In addition to the study of their history, economics, and politics, students will explore their social and cultural identities and expression, in both past and contemporary manifestations. This course consists of lectures, readings, student research, and presentations, as well as films and other media resources. Conducted in Spanish. *Fall Semesters, odd years.*

Theme: Building Global Awareness

SPA306: Spanish Culture and Civilization (3 Credits)

Prerequisite(s): SPA242 or permission of instructor

Fulfills Core Requirement in Foreign Languages

A course concerned with the study of geography, history, and economic life in Spain as they relate to the literature, fine arts, and life of the people of Spain. Lectures are supplemented by discussions, and the presentation of related cultural materials, videos, newspapers and films. Conducted in Spanish. *Fall Semesters, even years.*

Theme: What is Western Heritage?-Ancient and Modern

SPA307: Spanish for Business and Finance (3 Credits)

Prerequisite(s): SPA206 or permission of instructor

Fulfills Core Requirement in Foreign Languages

The aim of this course is to facilitate the use of the Spanish language in commerce, banking, tourism and other businesses. Emphasis is placed on economic, managerial and technical terms most likely to be met in dealing with the international markets.

SPA308: Teaching a Modern Foreign Language (3 Credits)

Prerequisite(s): French and/or Spanish major or minor

Explores theories of second language acquisition and presents language teaching methodologies and their applications with regard to the concepts of proficiency and the communicative language classroom. Concepts will be applied through crafting, sharing and discussing individual classroom activities, assessments, lesson and unit plans. Teaching demonstrations by students provide practical experience in the classroom setting for future language teachers. Conducted in English.

Cross-listed with FRN308 and LIN308.

SPA330: Practicum in Elementary Language Instruction (1 Credit)

Prerequisite(s): SCD320 and SCD321

This clinical experience at the elementary level enables teacher education candidates to observe in local classrooms for evidence of the elements and principles learned in prior education courses required for the major. In addition, students will be able to contrast this experience with previous experience at the middle and secondary levels in SCD 298 and SCD 321 respectively. Candidates are required to write formal reflections of observations, as well as to engage in and reflect upon initial teaching experiences, employing principles learned in SCD 320.

Cross-listed with FRN330

SPA311: Masters of Spanish American Literature (3 Credits)

Prerequisite(s): SPA242 or permission of instructor

Fulfills Core Requirement in Foreign Languages

Master works of Spanish American literature from all genres are explored in their historical context, with a focus on the period from modernism to contemporary pieces. Students refine their language skills through readings, group assignments, dialogue in class, written assignments, and research. Conducted in Spanish. *Spring Semesters, even years.*

Theme: Engaging Creative, Aesthetic and Spiritual Experience

SPA312: Masterpieces of Spanish Literature (3 Credits)

Prerequisite(s): SPA242 or permission of instructor

Fulfills Core Requirement in Foreign Languages

Master works of the major Spanish writers, including Poema de Mío Cid, Libro de Buen Amor, Libro del Conde Lucanor, la Celestina, el Quijote, and others are studied. Conducted in Spanish. *Spring Semesters, odd years.*

Theme: Engaging Creative, Aesthetic and Spiritual Experience

SPA320: Hispanic Issues (1 Credit)

Co-requisite(s): Must be completing minor in Spanish for the Health and Service Professions

For minors in Spanish for the Health and Service

A one-credit pro-seminar discussing issues of relevance to the Hispanic communities of Rhode Island featuring speakers from both the Salve community and the broader Rhode Island community. Students will dialogue about their experiences in their community placements and gain additional knowledge from that sharing.

SPA322: Contemporary Hispanic Life: Total Immersion (3 Credits)

Fulfills Core Requirement in Foreign Languages

By means of experiential observation, readings, and research, students engage in discussions of current events in the Spanish-speaking world using Spanish. *Offered only through study abroad programs.*

Theme: Building Global Awareness

SPA323: Contemporary Caribbean Life: Total Immersion (3 Credits)

Prerequisite(s): SPA208. Taken with SPA325. Offered during summer study abroad in the Dominican Republic

Open to all students who fulfill the pre-requisite, but priority given to NUR, HCA, ADJ and SWK majors

A study of the culture and society of the Dominican Republic and neighboring Spanish-speaking countries. Conducted in Spanish.

Study Abroad

SPA325: Community Partnership: Theory and Engagement (3 Credits)

Prerequisite(s): SPA208. Taken with SPA323. Offered during summer study abroad in the Dominican Republic

Open to all students who fulfill the pre-requisite, but priority given to NUR, HCA, ADJ, and SWK majors

A theoretical and practical course designed to foster the development of students' capacity for action and reflection about the reality, problems, and principle interacting social agents in the Dominican community environment. Conducted in Spanish.

Study Abroad

SPA360: Advanced Conversation (3 Credits)

Prerequisite(s): SPA242 or permission of instructor

Fulfills Core Requirement in Foreign Languages

This course is designed to provide students and prospective teachers of Spanish greater facility in oral Spanish and auditory comprehension. Fluency of expression and ease of comprehension will be developed through group discussions, interviews, debates, film and literature. Conducted in Spanish.

Theme: Building Global Awareness

SPA399: Special Topics (3 Credits)

Prerequisite(s): SPA242 or permission of instructor.

These courses offer the opportunity for in-depth study of an area determined by student interest including Hispanic film, contemporary Spain, and Spanish American countries.

SPA421: The Hispanic Caribbean (3 Credits)

Prerequisite(s): SPA242 or permission of instructor.

Fulfills Core Requirement in Foreign Languages

This course will provide students with an in-depth study of the three island nations that compose the Hispanic Caribbean. The similarities and differences between these countries will be articulated through the study of their cultures, history, art, music, humor, religion, and literary texts, both historical and contemporary. Conducted in Spanish.

Theme: Building Global Awareness

SPA450: Capstone (3 Credits)

The Spanish Capstone course engages the skills that students have developed in earlier Core courses in the Liberal Arts and in University Seminars to analyze texts (books, films, articles, etc.) and to write and speak about those texts in Spanish. In addition, this capstone course will study a culture or cultures outside of the United States. Students will also engage Core themes. *Cross-listed with appropriate upper-level Spanish course.*

SPA470: Senior Seminar (3 Credits)

Prerequisite(s): Senior Spanish major or permission of department chair

The seminar participant conducts an intensive investigation of a specific topic in his/her area of concentration and presents a paper for open discussion and response. Faculty members assist as coordinators and resource consultants at seminar sessions. Attendance is required at all seminars.

SPA491: Internship (3 Credits)**SPA499: Thesis (3 Credits)**

Prerequisite(s): Advanced standing, acceptance of project by a member of the faculty and permission of the department chair.

For the advanced student, individual researches and reports on areas of special interest not offered in the curriculum.

Music

MSC075/SWK035 Music Therapy (1 credit)

This experiential workshop will provide an overview of the mechanics of music therapy and demonstrate how lives can be enhanced through music/brain connections. The many ways that music can be adapted for a variety of populations across the lifespan will be explored.

MSC100: Introduction to Music: Masterpieces (3 Credits)

Fulfills Core Requirement in Visual and Performing Arts

A course designed to develop an understanding of the art of music. A limited number of complete works are studied from various aspects, such as their structure, style, and place in cultural history. A "masterpiece" in this course can be a folk tune, a symphony, or a popular song. This course includes the 20th century and jazz. No musical background required.

Theme: What is Western Heritage?-Ancient and Modern

MSC111: Essentials of Music Theory: An Introduction to Notation (3 Credits)

Fulfills Core Requirement in Visual and Performing Arts

Rudiments of musical notation, scales, intervals and harmony. Work in sight singing and dictation. Primarily intended for the student who wants to learn the basic principles of musical notation. No musical background required.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

MSC120: Voice Class (1 Credit)

Prerequisite(s): Students in guitar, woodwind, string, and brass classes must bring their own instruments. Instrument availability is limited. Rental information is available.

Instrumental and vocal class instruction is designed to introduce students with little or no experience to the fundamentals of voice or an instrument. Open to all students. No audition is required.

Course fee.

MSC121: Piano Class (1 Credit)

Prerequisite(s): Students in guitar, woodwind, string, and brass classes must bring their own instruments. Instrument availability is limited. Rental information is available.

Instrumental and vocal class instruction is designed to introduce students with little or no experience to the fundamentals of voice or an instrument. Open to all students. No audition is required.

Course fee.

MSC122: Guitar Class (1 Credit)

Prerequisite(s): Students in guitar, woodwind, string, and brass classes must bring their own instruments. Instrument availability is limited. Rental information is available.

Instrumental and vocal class instruction is designed to introduce students with little or no experience to the fundamentals of voice or an instrument. Open to all students. No audition is required.

Course fee.

MSC123: Woodwind Class (1 Credit)

Prerequisite(s): Students in guitar, woodwind, string, and brass classes must bring their own instruments. Instrument availability is limited. Rental information is available.

Instrumental and vocal class instruction is designed to introduce students with little or no experience to the fundamentals of voice or an instrument. Open to all students. No audition is required.

Course fee.

MSC124: String Class (1 Credit)

Prerequisite(s): Students in guitar, woodwind, string, and brass classes must bring their own instruments. Instrument availability is limited. Rental information is available.

Instrumental and vocal class instruction is designed to introduce students with little or no experience to the fundamentals of voice or an instrument. Open to all students. No audition is required.

Course fee.

MSC125: Brass Class (1 Credit)

Prerequisite(s): Students in guitar, woodwind, string, and brass classes must bring their own instruments. Instrument availability is limited. Rental information is available.

Instrumental and vocal class instruction is designed to introduce students with little or no experience to the fundamentals of voice or an instrument. Open to all students. No audition is required.

Course fee.

MSC126: Percussion Class (1 Credit)

Prerequisite(s): Students in guitar, woodwind, string, and brass classes must bring their own instruments. Instrument availability is limited. Rental information is available.

Instrumental and vocal class instruction is designed to introduce students with little or no experience to the fundamentals of voice or an instrument. Students who wish to study voice or an instrument must begin with class instruction (**MSC120-126**) if they do not have any musical background. Open to all students. No audition is required.

Course fee.

MSC130-136: Methods (1 Credit)

These courses are designed to provide students studying for the teaching profession with the knowledge of rudiments and mechanics on families of instruments as well as voice. Observation and practice of pedagogical methods in K-12 schools are integral to the instrumental/vocal methods curriculum.

MSC130: Vocal Methods (1 Credit)**MSC133: Woodwind Methods (1 Credit)****MSC134: String Methods (1 Credit).****MSC135: Brass Methods (1 Credit)****MSC136: Percussion Methods (1 Credit)****MSC145: Language Orientation (1 Credit)**

This course will focus on developing proficiency in using the International Phonetic Alphabet. Students will learn the proper articulation of language sounds in English, Italian, French and German, be able to recognize these sounds aurally and transcribe them into IPA. Through the study of song texts, students will develop the capacity to choose the correct sounds based on an understanding of the standard rules of diction in each language. Listening skills will also be emphasized. Students will develop an awareness of stylistic nuance and interpretation by listening to examples of standard solo vocal literature from Renaissance through contemporary time periods.

MSC211: Theory I (3 Credits)

Prerequisite(s): MSC111 or departmental approval

Fulfills Core Requirement for Visual and Performing Arts

A practical study of harmony, counterpoint, and other aspects of music theory. A course designed to improve a student's musicianship through ear-training, sight singing and dictation. Work in composition.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

MSC212: Theory II (3 Credits)

Prerequisite(s): MSC211 or departmental approval

A continuation of Theory I.

MSC215: American Music (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

An overview of the major developments of music in the United States and the Americas from the 17th century to the present, the course covers popular music as well as works for the concert hall. *Cross-listed with AST215.*

Theme: Defining the American Experience

MSC220: History of Music through 1750 (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

Designed for music majors and non-majors with experience in reading music, this course is a study of Western European music from the earliest known examples to Johann Sebastian Bach (1685-1750); with consideration of the cultural and political

background in which this music was written. The Medieval, Renaissance, and Baroque periods are covered.

Theme: What is Western Heritage?-Ancient and Modern

MSC221: Bach to Rock: Music from 1750 to the Present (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

Designed for music majors and non-majors with experience in reading music, this course surveys classical, romantic, and modern music; with consideration of the cultural and political background in which this music was written. The history of musical styles from the last days of J. S. Bach to the rock phenomenon is covered.

Theme: What is Western Heritage?-Ancient and Modern

MSC242: Elementary Methods (2 Credits)

The goal of this course is to develop students' knowledge of the philosophies, practices and methods of teaching classroom music at the preschool level through elementary level. Students gain practical experience through classroom participation, field observations and visits to local elementary schools. Research provides students with a strong foundation in state and national standards, curriculum design, and classroom management skills.

MSC243: Instrumental Methods (2 Credits)

The goal of this course is to develop student's knowledge of the philosophies, practices and methods of teaching instrumental playing in the elementary grades through grade 12. Students gain practical experience through classroom participation, field observation and visits to local elementary, middle and high schools. Research provides students with a strong foundation in state and national standards, curriculum design and in rehearsal/classroom management skills.

MSC244: Choral Methods (2 Credits)

The goal of this course is to develop student's knowledge of the philosophies, practices and methods of teaching choral singing in the elementary grades through grade 12. Students gain practical experience through classroom participation, field observations and visits to local elementary, middle and high schools. Research provides students with a strong foundation in state and national standards, curriculum design, and in rehearsal/classroom management skills.

MSC300: Theory III (3 Credits)

Prerequisite(s): MSC212, music major

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

MSC301: Analysis (3 Credits)

Prerequisite(s): MSC300, music major

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

MSC399: Special Topics (1-3 Credits)

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

MSC400: Major Recital (0 Credits)

MSC401: Orchestration (3 Credits)

Prerequisite(s): Departmental approval

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

MSC403: Composition (3 Credits)

Prerequisite(s): Departmental approval

This course is a study in the various styles and techniques of musical composition, culminating in the final project which is an original student work.

MSC405: Conducting (3 Credits)

Prerequisite(s): Departmental approval

A study of techniques for directing choral and instrumental ensembles. Includes experience in score reading and conducting for Chorus, Chamber Chorus, Orchestra, Wind Ensemble, Symphonic Band, Jazz Ensemble and Mixed Ensemble.

MSC432: Student Teaching Seminar (1 Credit)

Prerequisite(s): Prerequisite: Senior standing in the Music Education program

A seminar designed to guide students through the student teaching experience by assisting in the refinement of teaching practices at both the elementary and high school placement. Students will prepare a portfolio necessary for recommendation to the Rhode Island Department of Education for initial licensure.

MSC440: Practicum in Secondary Education (3 Credits)

This course provides a 60-hour practicum experience prior to student teaching. Extensive experience in the classroom is critical to the professional development of teachers. The goal of this course is to help music educator candidates integrate formal course work, educational theory, and the Professional Teaching Standards with real teaching experiences in music. The practicum provides an opportunity for music educator candidates to become familiar with their cooperating teachers, the students, the classroom environment, and school policies prior to the student teaching experience. Students will apply teaching skills specific to placement level and develop a unit of study to implement during the student teaching experience. This course will also address candidates' concerns regarding school policies and procedures, lesson planning and classroom management.

MSC441: Secondary Student Teaching (12 Credits)

Prerequisite(s): Acceptance to Student Teaching

This 15-week experience is a full-time assignment under the supervision of a cooperating teacher and a university supervisor. Opportunities are provided for considerable responsibility within the full range of teaching duties at both the elementary and secondary level. During this time, the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as in individualized conferences with the cooperating teacher and university supervisor. Candidates will produce a licensure portfolio by the end of the semester and will be interviewed for recommendation for initial licensure.

MSC490: Music and the Human Experience Capstone (3 Credits)

This course is an integration of the knowledge and skills that students have developed as music majors, along with what they have learned in other courses in the humanities, and that which they have experienced through study abroad and community service. Student will explore the role of music in western and non-western societies through research methodologies, class presentations and in writing.

MSC491: Internship (1-3 Credits)**MSC499: Independent Study (1-3 Credits)**

Prerequisite(s): Departmental approval

Supervised study. Advanced work in music.

Music Instruction

MSI149-167: Applied Music Instruction (1 Credit)

Prerequisite(s): Department permission

Fulfills Core Requirement for Visual and Performing Arts

The University offers private lessons in voice, piano, guitar, bass guitar, flute, clarinet, oboe, bassoon, saxophone, violin, viola, violoncello, double bass, trumpet, French horn, trombone, tuba, percussion and organ. See the list for the specific course number and instrument. Individual instruction may be taken more than once, with permission.

Course fee.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

MSI150: Applied Music Instruction (Voice) (1 Credit)

MSI151: Applied Music Instruction (Piano) (1 Credit)

MSI152: Applied Music Instruction (Guitar) (1 Credit)

MSI153: Applied Music Instruction (Flute) (1 Credit)

MSI154: Applied Music Instruction (Clarinet) (1 Credit)

MSI155: Applied Music Instruction (Oboe) (1 Credit)

MSI156: Applied Music Instruction (Bassoon) (1 Credit)

MSI157: Applied Music Instruction (Saxophone) (1 Credit)

MSI158: Applied Music Instruction (Violin) (1 Credit)

MSI159: Applied Music Instruction (Viola) (1 Credit)

MSI160: Applied Music Instruction (Violoncello) (1 Credit)

MSI161: Applied Music Instruction (Double Bass) (1 Credit)

MSI162: Applied Music Instruction (Trumpet) (1 Credit)

MSI163: Applied Music Instruction (French Horn) (1 Credit)

MSI164: Applied Music Instruction (Trombone) (1 Credit)

MSI165: Applied Music Instruction (Tuba) (1 Credit)

MSI166: Applied Music Instruction (Percussion) (1 Credit)

MSI167: Applied Music Instruction (Organ) (1 Credit)

MSI249-267: Applied Music Instruction - Intermediate (1 Credit)

Prerequisite(s): Department permission

The University offers private lessons in voice, piano, guitar, bass guitar, flute, clarinet, oboe, bassoon, saxophone, violin, viola, violoncello, double bass, trumpet, French horn, trombone, tuba, percussion and organ. See the list for the specific course number and instrument. Individual instruction may be taken more than once, with permission.

Course fee.

MSI250: Applied Music Instruction (Voice) (1 Credit)

MSI251: Applied Music Instruction (Piano-Intermediate) (1 Credit)

MSI252: Applied Music Instruction (Guitar-Intermediate) (1 Credit)

MSI253: Applied Music Instruction (Flute-Intermediate) (1 Credit)

MSI254: Applied Music Instruction (Clarinet-Intermediate) (1 Credit)

MSI255: Applied Music Instruction (Oboe-Intermediate) (1 Credit)

MSI256: Applied Music Instruction (Bassoon-Intermediate) (1 Credit)

MSI257: Applied Music Instruction (Saxophone-Intermediate) (1 Credit)

MSI258: Applied Music Instruction (Violin-Intermediate) (1 Credit)

MSI259: Applied Music Instruction (Viola-Intermediate) (1 Credit)

MSI260: Applied Music Instruction (Violoncello-Intermediate) (1 Credit)

MSI261: Applied Music Instruction (Double Bass-Intermediate) (1 Credit)

MSI262: Applied Music Instruction (Trumpet-Intermediate) (1 Credit)

MSI263: Applied Music Instruction (French Horn-Intermediate) (1 Credit)

MSI264: Applied Music Instruction (Trombone-Intermediate) (1 Credit)

MSI265: Applied Music Instruction (Tuba-Intermediate) (1 Credit)

MSI266: Applied Music Instruction (Percussion-Intermediate) (1 Credit)

MSI267: Applied Music Instruction (Organ-Intermediate) (1 Credit)

MSI349-367: Applied Music Instruction - Advanced (1 Credit)

Prerequisite(s): Department permission

The University offers private lessons in voice, piano, guitar, bass guitar, flute, clarinet, oboe, bassoon, saxophone, violin, viola, violoncello, double bass, trumpet, French horn, trombone, tuba, percussion and organ. See the list for the specific course number and instrument. Individual instruction may be taken more than once, with permission.

Course fee.

MSI350: Applied Music Instruction (Voice-Advanced) (1 Credit)

MSI351: Applied Music Instruction (Piano-Advanced) (1 Credit)

MSI352: Applied Music Instruction (Guitar-Advanced) (1 Credit)

MSI353: Applied Music Instruction (Flute-Advanced) (1 Credit)

MSI354: Applied Music Instruction (Clarinet-Advanced) (1 Credit)

MSI355: Applied Music Instruction (Oboe-Advanced) (1 Credit)

MSI356: Applied Music Instruction (Bassoon-Advanced) (1 Credit)

MSI357: Applied Music Instruction (Saxophone-Advanced) (1 Credit)

MSI358: Applied Music Instruction (Violin-Advanced) (1 Credit)

MSI359: Applied Music Instruction (Viola-Advanced) (1 Credit)

MSI360: Applied Music Instruction (Violoncello-Advanced) (1 Credit)

MSI361: Applied Music Instruction (Double Bass-Advanced) (1 Credit)

MSI362: Applied Music Instruction (Trumpet-Advanced) (1 Credit)

MSI363: Applied Music Instruction (French Horn-Advanced) (1 Credit)

MSI364: Applied Music Instruction (Trombone-Advanced) (1 Credit)

MSI365: Applied Music Instruction (Tuba-Advanced) (1 Credit)

MSI366: Applied Music Instruction (Percussion-Advanced) (1 Credit)

MSI367: Applied Music Instruction (Organ-Advanced) (1 Credit)

Music Performance

MSP153: University Chorus (0-1 Credits)

Fulfills Core Requirement for Visual and Performing Arts

A diverse group of singers, this course is open to all students at the University. Musical selections include traditional as well as lesser known works in a variety of styles ranging from classical to contemporary. No audition required.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

MSP235: Opera/Musical Theater Scenes Workshop (0-1 Credits)

This workshop presents a musical approach to help prepare students for work on the concert and musical theater stage. Emphasis is on practice techniques for effective interpretation of scenes involving constant or intermittent singing. Includes preparation of group scenes, research on selected scenes and discussion of audition and concert-style techniques. Final public performance of prepared scenes is required.

MSP236: Percussion Ensemble (0-1 Credits)

Prerequisite(s): Interview

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

MSP240: Jazz Combo (0-1 Credits)

Prerequisite(s): Interview

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

MSP241: Jazz Ensemble (0-1 Credits)

Prerequisite(s): Interview

Fulfills Core Requirement for Visual and Performing Arts

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

Theme: Engaging Creative, Aesthetic and Spiritual Experience

MSP242: Rock, Rhythm and Blues (0-1 Credits)

Prerequisite(s): Interview

MSP243: Symphonic Band (0-1 Credits)

Prerequisite(s): Interview.

Fulfills Core Requirement for Visual and Performing Arts

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

Course Fee

Theme: Engaging Creative, Aesthetic and Spiritual Experience

MSP244: Guitar Ensemble (0-1 Credits)

Prerequisite(s): Interview

MSP245: Woodwind Ensemble (0-1 Credits)

Prerequisite(s): Interview

Chamber ensemble for woodwind instruments.

MSP246: Flute Ensemble (0-1 Credits)

Prerequisite(s): Interview

MSP247: Brass Ensemble (0-1 Credits)

Prerequisite(s): Interview

MSP248: Chamber Ensemble (0-1 Credits)

Prerequisite(s): Interview

MSP249: Orchestra (0-1 Credits)

Prerequisite(s): Interview

Fulfills Core Requirement for Visual and Performing Arts

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

Theme: Engaging Creative, Aesthetic and Spiritual Experience

MSP363: Madrigal Chorus (0-1 Credits)

Prerequisite(s): Interview

Fulfills Core Requirement for Visual and Performing Arts

A small group of experienced men and women singers who perform literature of the 15th and 16th centuries, as well as contemporary art works, Jazz and Popular arrangements.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

MSP364: A Cappella (0-1 Credits)

Co-requisite(s): MSP153

A small group of singers exploring, through performance, the uniquely American art form of jazz and popular music, including its stylistic differences and modern harmonies.

Audition required.

Nursing

NUR130: Medical Terminology (1 Credit)

Communication between medical specialists and supporting staff requires knowledge of a consistent and reproducible vocabulary. It is important for students to realize that accurate spelling, pronunciation and usage of medical terms is of extreme importance in the care of a patient. This course offers health related personnel a simple approach to the building blocks of medical terminology: roots, prefixes and suffixes. Terminology for basic medical disciplines as well as medical specialties will be included. A variety of commonly used words or phrases for which there are medical terms will be presented.

NUR150: Introduction to Professional Nursing (1 Credit)

This course introduces the development of the discipline of nursing and the expectations of the nurse of the future. Topics include nursing history, nursing theories and models of practice, the various settings of practice and the roles of the professional nurse, the social policy statement of the profession, the scope and standards of nursing practice, ethical and legal challenges encountered in practice, and the responsibility of the nurse to communicate appropriately and effectively while advocating for both the patients and the profession.

NUR216: Health Care Informatics (3 Credits)

This course establishes the foundational knowledge for understanding and practicing nursing informatics in health care settings. It will explore the impact on patient care within the contemporary health care environment and examine a variety of interactive strategies and technologies used to enhance health care delivery to consumers. Core and supporting models and theories for nursing informatics and the sciences that support nursing informatics are 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.

NUR230: Human Pathophysiology (3 Credits)

Prerequisite(s): BIO105, BIO106, BIO207, CHM121

This course includes the concepts of matter, energy, motion of fluids, and electrical impulses from the field of physics as it explores the disruptions of normal physiology and the related signs, symptoms, physical and laboratory findings. The etiology, pathogenesis, clinical manifestations, and sequelae of various alterations of human structure and function will be examined. Transcultural pathologies will be reviewed as well as pathological conditions that have a higher incidence in humans at specific stages of growth and development.

NUR240: Pharmacotherapy (3 Credits)

Prerequisite(s): NUR230

This course provides an introductory study of the principles of drug action and drug therapy in health and illness. Prototypical agents from major drug classifications, routes of administration, standards of care, legislation requirements and nursing responsibilities will be explored. Variation in medication administration policies related to patient variations in gender, age, culture, environmental challenges and diagnoses will be considered. Emphasis is on nursing responsibilities for accurate dosage calculation, patients' rights in safe administration, and legal considerations in the delivery of medication.

NUR250: Normal and Therapeutic Nutrition (2 Credits)

Prerequisite(s): CHM121

This course introduces the science of nutrition. The normal nutritional requirements of humans throughout the lifespan are presented as a basis for planning an adequate diet with consideration for variation in food choices due to social, economic, cultural, ethnic and psychological factors. Health promotion guidelines and patient diet therapy for various genetic and systemic disorders are discussed. Implications of possible interactions between foods, herbal therapies and pharmaceutical therapies will be explored.

NUR332: Holistic Health Assessment and Health Promotion (3 Credits)

Prerequisite(s): NUR230 and NUR240

Co-requisite: NUR332

This course focuses on the knowledge, procedures and skills required to perform and document a holistic health assessment, diagnosis and plan of care for patients in various settings. It introduces the fundamental skills for holistic nursing care with adults and older adults, women and men from diverse backgrounds. The student will use the nursing process to assess, determine nursing diagnoses, plan, develop interventions and evaluate 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.

NUR333: Exp Lrn: Health Assessment and Fundamentals of Nursing (2 Credits)

Prerequisite(s): NUR230 and NUR240

Co-requisite: NUR332

This course focuses on the knowledge, procedures and skills required to perform and document a holistic health assessment,

diagnosis and plan of care for patients in various settings. It introduces the fundamental skills for holistic nursing care with adults and older adults, women and men from diverse backgrounds. The student will use the nursing process to assess, determine nursing diagnoses, plan, develop interventions and evaluate 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.

NUR334: Genetics and Genomics (3 Credits)

Prerequisite(s): BIO105 and BIO106

This course introduces the advances made in the field of genetics (the study of individual genes) and genomics (the study of all the genes in the human genome) and the application of resulting technologies to patient care. Essentially all human conditions and diseases have a genetic or genomic component. Options for care are increasingly including genetic and genomic information for disease prevention, screening, diagnostic prognosis, selection of treatment and monitoring of treatment effectiveness.

Anticipated future research findings and their expected impact on patient care, the possible ethical, fiscal and social justice issues will be considered.

NUR336: Research and Evidence-based Practice (3 Credits)

Prerequisite(s): STA173

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.

NUR338: Care of Adults with Chronic Health Conditions (3 Credits)

Prerequisite(s): All 200 level nursing courses, NUR332 and NUR336

Co-requisite(s): NUR339

This course introduces the knowledge and fundamental skills for holistic nursing care with adults and older adults, women and men from diverse backgrounds living with a chronic illness and the appropriate therapeutic responses based on the patient's understanding of the risk factors and morbidity common during the aging process. Students will learn how to assess each patient's personal perception of health, the impact of the chronic illness on the patient and their family, including the common physiological, spiritual, psychological, and social changes, challenges, and adaptations used by adults and older adults. Nursing interventions will integrate critical analysis of clinical findings, evidence-based practice, patient advocacy and teaching, communication, patient safety, and professional functioning within a multi-professional team in order to provide appropriate patient-centered care for patients and their families.

Theme: Defining the American Experience

NUR339: Experiential Learning: Care of Adults with Chronic Health Conditions (3 Credits)

Co-requisite(s): NUR338

This course presents students with the opportunity to provide appropriate, safe, holistic nursing care with adults and older adults from diverse backgrounds living with chronic health problems, while also minimizing the occurrence of additional health challenges. Using the nursing process and in collaboration with the patient, students will provide appropriate patient-centered, ethical, cost effective nursing interventions that support the healthy adaptation and well-being of patients and their families at the highest level of independence. Appropriate therapeutic responses will be based on critical analysis of research and evidence-based practice, methods for patient advocacy and teaching, issues of patient safety, clinical reasoning skills, and processes for documentation and communication, and the implementation of the nursing role in a variety of settings and within a multi-professional team.

NUR344: Care of Adults with Acute Health Conditions (3 Credits)

Prerequisite(s): NUR332, NUR338, and NUR339

Co-requisite(s): NUR345

This course presents the knowledge and skills necessary to provide holistic nursing care for adults and older adults from diverse backgrounds experiencing acute health conditions. The appropriate therapeutic responses will be based on the patient's personal

perception of health, understanding of risk factors, morbidity, and mortality common with their acute health condition. Genetic syndromes and the interaction of acute and chronic co-morbid conditions common in older adults will be presented. Students will learn the impact of acute disease on patients and their families, including the common physiological, spiritual, psychological, and social changes, challenges, and adaptations used by adults and older adults. Nursing interventions will integrate critical analysis of clinical findings, research, evidence-based practice, patient advocacy and teaching, communication, patient safety, and professional functioning within a multi-professional team in order to provide appropriate patient-centered care for patients and their families.

NUR345: Experiential Learning: Care of Adults with Acute Health Conditions (3 Credits)

Co-requisite(s): NUR344

This course presents students with the opportunity to provide appropriate, safe, holistic nursing care of adults and older adults from diverse backgrounds who are experiencing acute health conditions, while also minimizing the potential for the occurrence of additional health challenges. Using the nursing process and in collaboration with the patient, students will provide appropriate patient-centered, ethical, cost effective nursing interventions that support the healthy adaptation and well-being of patients and their families at the highest level of independence. Appropriate therapeutic responses will be based on critical analysis of research and evidence-based practice, methods for patient advocacy and teaching, issues of patient safety, clinical reasoning skills, and processes for documentation and communication, and the nursing roles within a multi-professional team.

NUR346: Families in Transition: Care of Childbearing and Childrearing Families (3 Credits)

Prerequisite(s): NUR332, NUR338, NUR339 and core complement course in Sociology

Co-requisite(s): NUR347

This course presents the knowledge and skills necessary to provide holistic nursing care with individuals and their families during the years of childbearing and childrearing. Content includes reproductive issues, pre-natal and postpartum assessments and treatments, and the specialized assessments and interventions required during the intrapartum experience. Knowledge of the growth and development of the child from birth to adolescence, altered patterns in growth and health, and the treatment and rehabilitation of children when they experience a genetic or microbial threat to their well-being will make possible the appropriate care of the patient and their family. Biological, psychosocial, spiritual, and cultural considerations that impact the childbearing and childrearing family are addressed using a family-centered approach. Nursing interventions will integrate critical analysis of clinical findings, research, evidence-based practice, patient advocacy and teaching, communication, patient safety, and professional functioning within an interprofessional team in order to provide appropriate patient-centered care for patients and their families.

NUR347: Experiential Learning: Care of the Childbearing and Childrearing Families (3 Credits)

Co-requisite(s): NUR346

This course presents students with the opportunity to provide appropriate, safe, holistic nursing care with childbearing and childrearing families from diverse backgrounds. Collaboration with the patient will provide the basis for patient-centered, ethical, cost effective nursing interventions that support the healthy adaptation and well-being of patients and their families in a variety of settings. Appropriate therapeutic responses will be based on the patient's perception of health and understanding of risk factors, critical analysis of clinical findings, clinical research, evidence-based practice, methods of patient advocacy and teaching, issues of patient safety, clinical reasoning skills, processes for documentation and communication, and the nursing roles within a multi-professional team.

NUR432: Care of Patients with Mental Health Conditions (3 Credits)

Prerequisite(s): 300 level nursing courses and core complement in Psychology

Co-requisite(s): NUR433

This course presents the knowledge and skills necessary to provide holistic nursing care with patients experiencing abnormal mental health processes and the appropriate therapeutic responses for patients from diverse backgrounds. Genetic syndromes and the interaction of acute and chronic co-morbid conditions common in mental health patients will be explored. Emphasis will be placed on the process of assessment of mental health conditions and their impact on patients and their families, including the common physiological, spiritual, psychological, and social changes, challenges and adaptations used. Nursing interventions will integrate critical analysis of evidence-based practice, patient advocacy and teaching, communication, patient safety, and professional functioning within a multi-disciplinary team in order to provide appropriate patient-centered care.

NUR433: Experiential Learning: Care of Patients with Mental Health Conditions (3 Credits)

Co-requisite(s): NUR432

This course presents students with the opportunity to provide appropriate, safe, holistic nursing care to individuals with mental health conditions, while also minimizing the potential for the occurrence of additional health challenges for the patient and their family. Collaboration with the patient will provide the basis for appropriate patient-centered, ethical, cost-effective nursing care to mentally ill patients in a variety of settings. Appropriate therapeutic responses will be based on the patient's perception of health and understanding of risk factors, critical analysis of clinical findings, clinical research, evidence-based practice, clinical reasoning skills, methods of patient advocacy and teaching, issues of patient safety, processes for documentation and communication, and the nursing roles within a multi-professional team.

NUR436: Care of Families in Transition: Aging and End-of-Life Care (3 Credits)

Prerequisite(s): 300 level nursing courses.

Co-requisite(s): NUR437

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.

NUR437: Experiential Learning: Families in Transition: Aging and End-of-Life Care. (3 Credits)

Co-requisite(s): NUR436

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.

NUR442: Care of Adults with Complex Health Conditions (3 Credits)

Prerequisite(s): 300 level nursing courses.

Co-requisite(s): NUR443

This course presents the knowledge and skills necessary to provide holistic nursing care with adults and older adults experiencing complex, multidimensional disease processes. Emphasis will be placed on the assessment of a complex health condition, including the physiological, spiritual, psychological, and social adaptations used by patients from diverse backgrounds. Nursing interventions will integrate critical analysis of clinical findings, clinical research and evidence-based practice, patient advocacy and teaching, patient safety, communication and professional functioning within a multi-professional team in order to plan appropriate patient-centered care for individuals and their families.

NUR443: Experiential Learning: Care of Adults with Complex Health Conditions (3 Credits)

Co-requisite(s): NUR442

This course presents students with the opportunity to provide appropriate, safe, holistic nursing care of adults and older adults experiencing complex, multidimensional health conditions, including life threatening critical illnesses, while simultaneously minimizing the potential for the occurrence of additional health challenges. Appropriate therapeutic responses will be based on the patient's perception of health and understanding of risk factors, critical analysis of clinical findings, clinical research, evidence-based practice, methods of patient advocacy and teaching, communication, and the nursing roles within a multi-professional team.

NUR444: Public Health and Disaster Response Planning (3 Credits)

Prerequisite(s): 300 level nursing courses

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.

Theme: Building Global Awareness

NUR446: Leadership and Management (3 Credits)

Prerequisite(s): 300 level nursing courses

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.

NUR449: Preparation for Licensure I (1 Credit)

Prerequisite(s): Senior majors

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

NUR450: Preparation for Professional Licensure (2 Credits)

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

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

NUR451: Nursing Capstone (4 Credits)

Prerequisite(s): 300 level nursing courses

This course provides the opportunity for the student to demonstrate synthesis of the knowledge, attitudes, and skills of a developing professional nurse while participating in more autonomous and collaborative clinical functioning within a selected setting. The student will organize, prioritize, and delegate care of patients, as appropriate within a multi-professional system of patient care. Seminar sessions will explore the emerging challenges of professional practice within the particular setting. 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.

NUR475: Service Learning IV (3 Credits)

This service-learning course provides a unique opportunity for students to become involved in an immersion experience. This course will provide an intensive, short-term health care experience within a community either in the United States or abroad. Open to pre-licensure and degree completion nursing students.

Theme: What is Western Heritage?-Ancient and Modern

Pell Honors

PEL299: Special Topics (3 Credits)

Courses offered in conjunction with departments on a variety of topics each semester.

Philosophy

PHL120: Logic (3 Credits)

Fulfills Core Requirement in Philosophy

An introduction to methods and modes of inference, argumentation and persuasion. Basic forms of arguments and criteria for their evaluation are examined. Strategies for applying such knowledge and skills to current issues are suggested.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

PHL125: Philosophy of the Human Person (3 Credits)

Fulfills Core Requirement in Philosophy

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.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

PHL126: The Pre-Socratics, the Sophists, and Socrates (3 Credits)

Fulfills Core Requirement in Philosophy

This course will cover the first two periods of ancient Greek philosophy, the cosmological and humanistic periods. An exploration of the dawn of philosophy in Ionia will be followed by a tracing of its development beginning with Thales and covering the main Pre-Socratic thinkers. The shift from cosmology to ethics, politics and the soul will then be explored, including an analysis of the relationship between Socrates and the Sophists.

Theme: What is Western Heritage?-Ancient and Modern

PHL130: Ancient Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

A survey of major themes, thinkers, and schools in the Greco-Roman period of Western philosophy.

Theme: What is Western Heritage?-Ancient and Modern

PHL140: Medieval Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

A survey of major themes, thinkers, and schools of the medieval era of the Western Tradition.

Theme: What is Western Heritage?-Ancient and Modern

PHL141: Medieval Political Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

Students will investigate the most important texts of political philosophers from the medieval era.

Theme: What is Western Heritage?-Ancient and Modern

PHL201: Classical Political Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

Students will read and discuss the most important texts of political philosophers, from the origin of political philosophy (Plato and Aristotle), to the impact of Christianity (St. Augustine and St. Thomas Aquinas), to the ultimate break with the classical tradition and the turn toward modern politics (Machiavelli). *Cross-listed with POL201.*

Theme: What is Western Heritage?-Ancient and Modern

PHL202: Modern Political Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

Students will read and discuss the most important texts of modern political philosophy. We will examine concepts vital to contemporary politics, such as natural rights, the foundation of legitimate government, justification for revolution, and the protection of individual freedoms. *Cross-listed with POL202.*

Theme: What is Western Heritage?-Ancient and Modern

PHL203: Modern Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

A survey of the major themes, thinkers, and schools in the Rationalists, Empiricist, and Idealist traditions.

Theme: What is Western Heritage?-Ancient and Modern

PHL204: Contemporary Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

A survey of major themes, thinkers, and schools of the contemporary period spanning the 19th, 20th and 21 centuries in Western philosophy.

Theme: What is Western Heritage?-Ancient and Modern

PHL225: Quest for the Good Life (3 Credits)

Fulfills PART II of Core Curriculum: Faith and Reason

This course engages the philosophical and ethical literature seeking answers to the question: What makes a good life? 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 works of philosophers such as Plato, Aristotle, 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.

PHL230: Plato (3 Credits)

Fulfills Core Requirement in Philosophy

This course introduces the student to Plato's philosophy through an in depth study of one or more of his dialogues.

Theme: What is Western Heritage?-Ancient and Modern

PHL231: Aristotle (3 Credits)

Fulfills Core Requirement in Philosophy

This course introduces the student to topics in Aristotle's metaphysical and ethical treatises.

Theme: What is Western Heritage?-Ancient and Modern

PHL233: Islamic Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

A survey of the major themes, thinkers and schools in the Islamic tradition.

Theme: Building Global Awareness

PHL234: Chinese Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

A survey of the major themes, thinkers and schools in Chinese philosophy.

Theme: Building Global Awareness

PHL235: God and the Philosophers (3 Credits)

Fulfills Core Requirement in Philosophy

The religious faith of countless persons in a personal God has been of perennial interest to philosophers, whether or not they themselves have faith because metaphysical and epistemological questions have consistently been asked, and even answered, by many thinkers over many centuries. Does God exist or not? Does faith in God's existence, or faith in God's non-existence, qualify as knowledge? And what is evidence in this sphere? Delving into such metaphysical and epistemological questions, this course will place you in the middle of the debates.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

PHL236: Philosophy of Justice (3 Credits)

Fulfills Core Requirement in Philosophy

This course surveys diverse positions on the subject of justice. Works studied may be selected from the Catholic, classical, liberal, utilitarian, socialist, libertarian and communitarian traditions.

Theme:: What is Western Heritage?-Ancient and Modern

PHL237: Science Fiction and Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

This course uses science fiction literature and film to explore philosophical topics ranging from the nature of reality to the difference between human and artificial intelligence to the ethical questions surrounding genetic enhancement and cloning.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

PHL242: Thomas Aquinas (3 Credits)

Fulfills Core Requirement in Philosophy

This course introduces the student to the philosophical thought of Thomas Aquinas through an in-depth study of one or more of his major works.

Theme: What is Western Heritage?-Ancient and Modern

PHL250: Continental Rationalism (3 Credits)

Fulfills Core Requirement in Philosophy

Students will investigate the important philosophical works of Descartes, Spinoza and Leibniz.

Theme: What is Western Heritage?-Ancient and Modern

PHL251: British Empiricism (3 Credits)

Fulfills Core Requirement in Philosophy

Students will investigate the important philosophical works of Berkeley, Locke, Hume and Reid.

Theme: What is Western Heritage?-Ancient and Modern

PHL260: Applied Ethics (3 Credits)

Fulfills Core Requirement in Philosophy

Applies the major philosophical theories of moral goodness and rightness to contemporary moral problems and issues. Areas to be covered could include issues in medical ethics, business ethics, as well as social, political, economic, and legal ethics.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

PHL261: Classic American Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

Beginning with the colonial period and extending to John Dewey, this is a survey of social, moral, and metaphysical ideas that have proved to be significant in the U.S. *Cross-listed with AST262.*

Theme: Defining the American Experience

PHL271: Ancient and Medieval Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

A survey of major themes, thinkers, and schools in the Western tradition, from the Greco-Roman through the Medieval and Renaissance periods.

Theme: What is Western Heritage?-Ancient and Modern

PHL325: Philosophy of Law (3 Credits)

Fulfills Core Requirement in Philosophy

An examination of the nature of law from the leading philosophical perspectives. Readings include representative writers from the traditions of natural law, legal positivism, historical jurisprudence, and integrative legal studies. The course centers on law's commitment to establishing justice and an order integrally directed to the flourishing of the human good.

Cross-listed with ADJ325.

Theme: What is Western Heritage?-Ancient and Modern

PHL333: Reasoning about Race: The Ontology and Ethics of Racial Justice (3 Credits)

Fulfills Core Requirement in Philosophy

This course investigates and considers the major philosophical answers to the following questions: Do races exist? If so, what are they? How does racial identity relate to ethnic identity? What is the moral status of race, and how should it figure into our general notions of justice and equality? How should race as a distinguishing or identifying factor between people be used to assess

specific policies and institutions? Is there such a thing as institutional racism? If so, how does one identify such an institution?
Theme: Defining the American Experience

PHL334: Environmental Justice (3 Credits)

Fulfills Core Requirement in Philosophy

This course explores global environmental issues from a philosophical and social justice perspective. The foundation of environmental justice is built on the premise that all people, regardless of race, class, gender, ethnicity, and economic capacity have a right to a clean and safe environment, and access to adequate natural resources. Global implications of environmental injustices are explored in the context of various ethical frameworks, and reasonable policy initiatives to correct the disparities are discussed and evaluated. *Cross-listed with ENV334.*

Theme: Building Global Awareness

PHL335: Philosophy and Art (3 Credits)

Fulfills Core Requirement in Philosophy

In this course we will investigate and seek answers for the following questions: What is art? What distinguishes it from other forms of symbolic activity and meaning making? What makes for great art? Does it require a certain relationship to beauty or truth? Or can great art be ugly and express falsehoods?

Theme: Engaging Creative, Aesthetic and Spiritual Experience

PHL336: Free Will (3 Credits)

Fulfills Core Requirement in Philosophy

Are we free to choose the way we act, or is everything we do a product of our biology, culture, and environment? This course examines the evidence for and against free will addressing the various ways this question has been answered by philosophers past and present.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

PHL337: The Enlightenment and its Critics (3 Credits)

Fulfills Core Requirement in Philosophy

This course examines some of the fundamental contributions of the European Enlightenment in the area of political and moral philosophy. We shall focus on such thinkers as: Montesquieu, Rousseau, Kant, Hume, Voltaire, and Jefferson. We shall examine the critical reactions they inspire including some of the great encyclicals of Pope Leo XIII. Among the themes we shall explore: liberalism, human rights, rationalism, republicanism, neoclassicism, and commerce.

Theme: What is Western Heritage?-Ancient and Modern

PHL338: Women in Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

This course examines the philosophical work of such women philosophers as Simone DeBeauvoir, Julia Kristeva, Angela Davis, Sissela Bok, Hannah Arendt, Elizabeth Anscombe, and Judith Butler, employing a variety of books, articles, and filmed interviews. The Feminist Revolution occupies a special place in this course, but the contributions of these key figures to the scrutiny of large issues of the day constitute most of the semester's work, viz. racism, violence, war, and globalization. Some selections argue a unique view while others fit comfortably within the canon of classical philosophy.

Theme: What is Western Heritage?-Ancient and Modern

PHL339: Great Thinkers in Ancient Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

This course will focus on the thought and work of a particular philosopher in ancient philosophy.

Theme: What is Western Heritage?-Ancient and Modern

PHL349: Great Thinkers in Medieval Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

This course will focus on the thought and work of a particular philosopher in medieval philosophy.

Theme: What is Western Heritage?-Ancient and Modern

PHL350: Idealism (3 Credits)

Fulfills Core Requirement in Philosophy

Students will explore the development of the idealist movement from the 17th through the 19th Century.

Theme: What is Western Heritage?-Ancient and Modern

PHL359: Great Thinkers in Modern Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

This course will focus on the thought and work of a particular philosopher of modern philosophy.

Theme: What is Western Heritage?-Ancient and Modern

PHL360: Phenomenology (3 Credits)

Fulfills Core Requirement in Philosophy

This course will introduce students to the philosophical movement of Phenomenology - an influential research program that flourished in the early 20th century, and aimed to draw fundamental philosophical conclusions from careful consideration of the structures of experience and thought. Students will study the works of such thinkers as Husserl, Heidegger, and Merleau-Ponty among others.

Theme: What is Western Heritage?-Ancient and Modern

PHL361: Existentialism (3 Credits)

Fulfills Core Requirement in Philosophy

This course introduces students to the philosophical movement of Existentialism. This movement was primarily concerned with various threats to the possibility of human freedom. It emphasized the concrete fact of human existence over abstract rational principles as the fundamental starting point for doing philosophy and solving the problems of human existence. Students will study the works of such thinkers as Kierkegaard, Dostoyevsky, Nietzsche, Sartre and Camus among others.

Theme: What is Western Heritage?-Ancient and Modern

PHL362: Analytic Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

This course introduces the student to the philosophical method and movement of Analytic philosophy, which flourished and became predominant in Anglophone circles during the late 19th and early 20th centuries. The movement emphasized the utilization of linguistic analysis and logical argumentation as the only proper starting point for the solution of the perennial problems of philosophy. Students will study the works of such thinkers as Frege, Russell, Wittgenstein, Ayer, Carnap, Quine and Kripke among others.

Theme: What is Western Heritage?-Ancient and Modern

PHL369: Great Thinkers in Contemporary Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

This course will focus on the thought and work of a particular philosopher of contemporary philosophy.

Theme: What is Western Heritage?-Ancient and Modern

PHL399: Special Topics (3 Credits)

This course provides opportunities to explore special interest questions and topics in philosophy that are not included in the standard curriculum. Students should consult each semester's schedule of classes for descriptions of that semester's offerings.

This is a partial list of past Special Topics offerings: Emerson and American Idealism; Environmental Ethics; Existentialism and Phenomenology; Chinese Philosophy, Muslim Political Philosophy; Plato; Science Fiction and Philosophy; Women and Philosophy; Philosophy and Literature; Philosophy of Evolution; Morality and Politics; Philosophy of History: Hegel and Marx; the Philosophy of Montesquieu; the Enlightenment and Its Critics; God and the Philosophers.

Theme: Varies by semester offering

PHL435: Topics in the Philosophy of Science (3 Credits)

Fulfills Core Requirement in Philosophy

This course examines various topics at the intersection of philosophy and science such as: the Copernican revolution, creationism versus evolutionism, and realism and anti-realism.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

PHL439: Topics in Ancient Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

This course provides opportunities to explore special interest questions and topics in ancient philosophy that are not included in the standard curriculum.

Theme: What is Western Heritage?-Ancient and Modern

PHL449: Topics in Medieval Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

This course provides opportunities to explore special interest questions and topics in medieval philosophy that are not included in the standard curriculum.

Theme: What is Western Heritage?-Ancient and Modern

PHL450: Metaphysics (3 Credits)

Fulfills Core Requirement in Philosophy

This course introduces students to fundamental questions about human existence and what it means to be human. Metaphysical questions are taken up, e.g., the mind-body problem, consciousness, freedom, identity, personhood, along with some ethical and socio-political applications.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

PHL459: Topics in Modern Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

This course provides opportunities to explore special interest questions and topics in modern philosophy that are not included in the standard curriculum.

Theme: What is Western Heritage?-Ancient and Modern

PHL460: Epistemology (3 Credits)

Fulfills Core Requirement in Philosophy

An inquiry into the human capacity to know. Sensation, perception, intuition, imagination, understanding, and reason are all examined as potential sources of human cognition. A wide range of philosophers are drawn upon in the individual inquiries into these cognitive faculties.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

PHL469: Topics in Contemporary Philosophy (3 Credits)

Fulfills Core Requirement in Philosophy

This course provides opportunities to explore special interest questions and topics in contemporary philosophy that are not included in the standard curriculum.

Theme: What is Western Heritage?-Ancient and Modern

PHL490: Senior Seminar Capstone (3 Credits)

Open to majors in their senior year. Others admitted with permission of department chair.

This course will vary in its particular subject from year to year and provide a summative experience for those in the major. Students will be required to write and defend a major paper. Themes and skills of both the major and the University Core will be addressed and links will be made to the Core philosophy course PHL225: Quest for the Good Life.

PHL499: Independent Study

3-6 Credits Course work arranged for majors to pursue avenues of learning outside the existing offerings of the department.

Theme: Varies by Semester Offering

Physics

PHY201: General Physics I (4 Credits)

Prerequisite(s): MTH191 or MTH195

Fulfills Core Curriculum in Sciences

This is the first course of a two-semester sequence. This calculus-based course is designed primarily for those majoring in the life sciences. This course is appropriate for preparation for the health professions. Topics include mechanics, waves, heat and thermodynamics using examples germane to the life sciences. Laboratory sessions illustrate principles studied and meaning of physical measurement.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

PHY202: General Physics II (4 Credits)

Prerequisite(s): PHY201

Fulfills Core Curriculum in Sciences

This is the second course of a two-semester sequence. This calculus-based course is designed primarily for those majoring in the life sciences. This course is appropriate for preparation for the health professions. Topics include electricity and magnetism, optics, and a brief introduction to atomic and nuclear physics.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

PHY205: Principles of Physics I (4 Credits)

Prerequisite(s): MTH195 and MTH196

Fulfills Core Curriculum in Sciences

This is the first course of a two-semester sequence. It provides an introduction to physics using calculus throughout. Open to majors in science, mathematics and those prepared with both Calculus I and II. Required for Chemistry and Mathematics majors. This course is appropriate for preparation for the health professions. Topics include Newtonian mechanics, oscillations and waves, heat and thermodynamics. Laboratory sessions illustrate principles studied and meaning of physical measurement.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

PHY206: Principles of Physics II (4 Credits)

Prerequisite(s): PHY205

Fulfills Core Curriculum in Sciences

This is the second course of a two-semester sequence. It provides an introduction to physics using calculus throughout. Open to majors in any science, mathematics and those prepared with both Calculus I and II. Required for Chemistry and Mathematics majors. This course is appropriate for preparation for the health professions. Topics include electricity and magnetism, geometrical and physical optics, and a brief introduction to concepts of quantum, atomic and nuclear physics. Laboratory sessions illustrate principles studied and meaning of physical measurement.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

Political Science

POL115: The American Political System (3 Credits)

Fulfills Core Requirement in Social Sciences

An overview of American politics and Institutions from the Founding and the framing of the U.S. Constitution to today. Every student needs an understanding of the presidency, Congress, the Supreme Court, the media, political parties, interest groups, and the federal-state relations. Through reading the Constitution and other original documents, students learn fascinating and essential political concepts such as limited government, separation of powers, and the rule of law.

Theme: Defining the American Experience

POL120: How to Rule the World: Intro to International Relations (3 Credits)

Fulfills Core Requirement in Social Sciences

This course introduces students to the long history of war and conquest, the achievements of diplomacy and cooperation, and the search for peace and justice among nations. We will confront the tensions between morality and national security, and we will

learn from the examples of great political leadership.

Theme: Building Global Awareness

POL201: Classical Political Philosophy (3 Credits)

Fulfills Core Requirement in Social Sciences

In this course, you will read some of the most important texts of political philosophy, beginning with the greatest political thinkers of them all--Plato and Aristotle. Then, you will explore Christian political philosophy, diving into the texts of Augustine and Aquinas. By the end of the semester, you will have a deeper understanding of politics, human nature, and the great ideas that will underpin all political arguments. *Cross-listed with PHL201.*

Theme: What is Western Heritage?-Ancient and Modern

POL202: Modern Political Philosophy (3 Credits)

Fulfills Core Requirement in Social Sciences

In this course, we begin with the radical break from earlier political thought and trace the development of modern political philosophy into the 20th century, reading authors such as Machiavelli, Hobbes, Locke, Rousseau, and Nietzsche. These ideas constitute a crucial background for understanding the American Founding, modern law, and contemporary culture—in short, for understanding ourselves. *Cross-listed with PHL202.*

Theme: What is Western Heritage?-Ancient and Modern

POL211: International Relations & Diplomacy (3 Credits)

Fulfills Core Requirement in Social Sciences

This course covers the origins, forms and forces of the nation-state system, the conduct and practice of diplomacy, and the analysis of major contemporary issues. Students will learn about the causes of war, examples of great (and terrible) leadership, and the changing balance of power from the beginning of the modern era to the 21st century. This course will provide essential background for understanding international relations and the world we live in today.

Theme: Building Global Awareness

POL215: American Government: Classic and Contemporary Readings (3 Credits)

Fulfills Core Requirement in Social Sciences

This course is an intensive investigation of America's national government using key primary and secondary sources. The aim is to give the student a broad, deep and rigorous understanding of our government. The course begins at the beginning, with a close look at the American founding. It then carefully examines federalism and the three branches of government. In addition to understanding the principles by which the various components of American government operate, we also study important and controversial Supreme Court cases that have affected our view of the government and our rights.

Theme: Defining the American Experience

POL222: American Legal History (3 Credits)

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

Theme: Defining the American Experience

POL240: Comparative Politics (3 Credits)

Fulfills Core Requirement in Social Sciences

This course looks at how culture, history, and markets influence politics in different nation-states, and why political institutions and patterns of political behavior vary from one nation-state or region of the world to another. This is the foundational course for the comparative study of the different political systems around the world, together with their cultures, histories, and economies.

Theme: Building Global Awareness

POL247: State Government Internship (3 Credits)

Students are placed under a mentor in any aspect of state government best suited to their individual interests and career goals (judge, public defender, legislator, department head, governor's office, etc.). Placement is tailored to each student. Requires once-a-week classroom meeting and 8-10 hours per week in placement. Requires approval of department chair.

Theme: Defining the American Experience

POL299: Special Topics (3 Credits)

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

POL324: American Political Thought (3 Credits)

Fulfills Core Requirement in Social Sciences

This course is an in-depth study of some of the most important streams of American political thought. We will examine early American Christianity, natural rights, constitutionalism, democracy, and the development of modern liberalism. We will also examine views that dissent from each of these major categories. Most of the readings in this course are considered to be essential to a thorough understanding of the political history of this nation. *Cross-listed with HIS324.*

Theme: Defining the American Experience

POL331: Contemporary Latin America (3 Credits)

Fulfills Core Requirement in Social Sciences

This course discusses and evaluates various theories of economics and political development in Latin America, with a focus on the establishment, the frequent breakdown, and the reemergence of democratic political systems during the post-colonial era. The causes and consequences of both military regimes and modern revolutionary movements, as well as the impact of the United States foreign policy, will also be examined. The course provides an overview of politics and government throughout Latin America, but with a special emphasis on the nations of Brazil, Chile, Mexico, and Cuba. *Cross-listed with HIS331.*

Theme: Building Global Awareness

POL332: Contemporary Middle East (3 Credits)

Fulfills Core Requirement in Social Sciences

Civil war in Syria, Saudi oil, Islamist terrorism, the Iranian nuclear program, the Israeli-Palestinian conflict--these and many other aspects of Middle Eastern politics make it essential for Americans to understand this region. This course traces the history of the region from the time of Muhammad to the present, then focuses on key countries and contemporary issues.

Cross-listed with HIS332.

Theme: Building Global Awareness

POL333: Contemporary Africa (3 Credits)

Fulfills Core Requirement in Social Sciences

Poverty, racism, corruption and civil war have plagued the African continent for centuries. This course traces the history of slavery, colonialism, African nationalism and neo-colonialism in Sub-Saharan Africa, relating these experiences to its contemporary political situation. It is an interdisciplinary approach to the study of independent African states.

Cross-listed with HIS333.

Theme: Building Global Awareness

POL334: Contemporary Asia (3 Credits)

Fulfills Core Requirement in Social Sciences

This course focuses on the modern politics and history of Asia, one of the most important and rapidly changing regions in the world. Special emphasis is given to China, Japan, and India. Topics will include the effects of traditional cultures on modern politics, the rise of nationalism, democracy and authoritarianism, economic change, and international relations in the East Asian region. *Cross-listed with HIS334.*

Theme: Building Global Awareness

POL345: International Environment and Development (3 Credits)

Fulfills Core Requirement in Social Sciences

Humanity has entered the Anthropocene, an epoch in which economic development produces profound and potentially irreversible effects on Earth, such as climate change, environmental degradation, and mass extinction of species. This course examines the environmental effects of poverty and economic growth, challenges to sustainable development, and the structure of relevant political, cultural, and economic institutions. The course will focus mainly on phenomena that are global in scope but will include domestic examples and applications.

Theme: Building Global Awareness

POL372: Seminar in Research and Methodology (3 Credits)

Prerequisite(s): Junior-level Political Science majors

Students develop the skills needed to research, write, present, and defend an original thesis. Topic may be in American politics, international relations, or comparative government. This course prepares majors for the senior thesis which is written the following fall.

POL398: Special Topics in American Government (3 Credits)

Topics will reflect contemporary political issues in American Government not offered in degree or kind within the standard curriculum.

POL399: Special Topics in International and Comparative Politics (3 Credits)

Topics will reflect contemporary political issues in international and comparative government not offered in degree or kind within the standard curriculum.

POL400: Guided Research Capstone (3 Credits)

Prerequisite(s): POL372, senior majors only

Political science seniors will, under the direction of an advisor, engage in research in order to develop a major thesis paper on a topic of their choosing. After having learned the skills needed to research, write, document, present, and defend an original thesis in the POL372 course, the senior Guided Research course will help the students practice those skills and put together an even more detailed, polished and professional thesis.

POL402: Multi-Media Research Application Capstone (1 Credit)

Prerequisite(s): POL400, senior majors only

This course is designed to provide Political Science majors with the opportunity to present their senior thesis within a multi-media format and to successfully defend it.

POL403: Constitutional Law and Development (3 Credits)

Fulfills Core Requirement in Social Sciences

Great legal and political controversies swirl around the Supreme Court. One root cause of this is a profound and enormously consequential dispute over how we should understand the meaning of the words in the Constitution. This course focuses on the origin and ratification of the U.S. Constitution, Supreme Court decision making, the constitutional structure of federal-state relations, and the constitutional powers of the three branches and their relationships to each other. Students will become familiar with landmark cases in the history of constitutional law.

Theme: Defining the American Experience

POL406: The Fourth Amendment: Search & Seizure (3 Credits)

Fulfills Core Requirement in Social Sciences

Citizens and justice system professionals alike need to understand the Fourth Amendment to the U.S. Constitution. This amendment provides citizens vital protection against an overly intrusive government. We will study the intellectual and legal roots of the Fourth Amendment and its development at the Federal and State level. By studying U.S. Supreme Court cases, we will consider what it permits and forbids and why. We will then turn to recent controversies regarding racial profiling, NSA wiretapping, the Surveillance State and the War on Terror.

Theme: Defining the American Experience

POL414: Civil Liberties (3 Credits)

Fulfills Core Requirement in Social Sciences

We will carefully study many important U.S. Supreme Court constitutional law cases that describe and develop our understanding of our constitutional rights and liberties--our freedom of religion, speech and press, the right to privacy, rights of the criminally accused, as well as rights concerning race, sex, and voting. We will supplement our study of these cases with an examination of some Founding Era documents that shed light on the original understanding of our rights and liberties and how this understanding has developed. *Cross-listed with ADJ414.*

Theme: Defining the American Experience

POL415: Modern American Foreign Policy (3 Credits)

Fulfills Core Requirement in History

This course examines America's leadership role on the international scene from World War II to the present, with an analysis of the interrelationship of domestic and foreign issues. This course covers the increasing role of American Presidents as world leaders from Franklin Roosevelt to the current office holder, and the challenges to U.S. power posed by resurgent nations and ideologies in the twenty-first century. We will especially focus on contemporary developments with their roots in the middle of the twentieth century. *Cross-listed with HIS415.*

Theme: Defining the American Experience

POL416: Contemporary Europe and Russia (3 Credits)

Fulfills Core Requirement in Social Sciences

This course looks at theories of integration, the integration process of the European Union, the dilemmas and challenges of integration and the relations between the European Union and Russia in the post-cold war period.

Theme: Building Global Awareness

POL420: Political Economy of Industrial Societies (3 Credits)

This course focuses on the interrelationship of Political Science and Economics. It explores the problems of economic growth and political policy in an increasingly integrated global system. It examines competing models (free market, state-led, Marxist, etc.) and analyzes institutions, such as the International Monetary Fund and World Trade Organization, that help manage international economic relations. And it investigates the moral and cultural questions raised by globalization.

Cross-listed with ECN420.

POL421: Congress and the Legislative Process (3 Credits)

Fulfills Core Requirement in Social Sciences

Congress is a fascinating and centrally important political institution. It is a locus of intense and consequential political struggles. It is shaped by its structure, by the particular people who have been elected to it, and by the outside groups and individuals who pressure it. This course will greatly enhance your understanding of the American political system and the lawmaking process by means of a close study of what many consider to be the most powerful of the three branches. You will look at the theory, history, and practice of Congress, with an eye to understanding how and why Congress acts as it does.

Theme: Defining the American Experience

POL422: American Presidency (3 Credits)

Fulfills Core Requirement in Social Sciences

The American president holds an office of immense power, an office rooted in the debates over the U.S. Constitution and crucial to the domestic and foreign policy of our country. In this course, you will study presidents from George Washington to the current office holder and consider their role in shaping American history. You will examine the institutional and political evolution of the presidency with an emphasis on the nature of presidential power. You will also study presidential conflicts with Congress and the Courts, and the impact of those conflicts on how our country is governed today. You will gain deep insight into the nature of presidential leadership. *Cross-listed with HIS422.*

Theme: Defining the American Experience

POL491: Internship (1-3 Credits)

POL499: Independent Study (3 Credits)

Course work arranged for majors to pursue avenues of learning outside the existing offerings of the department.

Psychology

PSY096: Autism: Characteristics and Overview (1 Credit)**PSY100: Introduction to Psychology (3 Credits)**

Fulfills Core Curriculum in Social Sciences

This course is designed to provide the student with a general overview of this diverse field. It surveys such areas as basic research design and quantification in the behavioral sciences, growth and development throughout the life cycle, cognition and learning, motivation and emotion, personality and conflict, maladaptive behavior, adjustment, and mental health. The course integrates the cultural, ethnic and gender factors influencing human actions and thus provides an important global framework for enhancing the students understanding of behavior, behavior change, and cognitive processes. This course is the prerequisite for several psychology courses listed below.

Theme: What is Western Heritage?-Ancient and Modern

PSY210: Applied Behavior Analysis I (3 Credits)

This course is an introduction to and overview of basic behavior analytic principles, application, and philosophy. Content of the course includes respondent and operant conditioning paradigms, selectionism, and various application to human and non-human animals.

PSY220: Child Development (3 Credits)

Prerequisite(s): PSY100 recommended

Fulfills Core Requirement in Social Sciences

Child growth from conception to adolescence is explored to gain an understanding of individual differences, healthy personality development, and maladjustment. Typical behavior patterns and common transient divergences from these patterns will be discussed with reference to their hereditary and environmental antecedents.

Theme: Building Global Awareness

PSY230: Adolescent and Adult Development (3 Credits)

This course studies the experience of adulthood, beginning at the onset of adolescence, by examining the tasks which are unique to different periods of adult life. The physical, emotional, social, cognitive, and intellectual developmental processes during the adult years are examined in depth.

PSY250: Social Psychology (3 Credits)

Fulfills Core Requirement in Social Sciences

Social Psychology can be defined as the scientific study of how people think about, relate to and influence others., Through Social Psychology you will come to see the power of the situation in influencing behavior, the potential power of the person in overcoming this influence, the importance of cognition in determining how we react to the situation, and the wide-ranging applicability of social psychological principles.

Theme: What is Western Heritage?-Ancient and Modern

PSY253: Psychology and the Law (3 Credits)

Fulfills Core Requirement in Social Sciences

This course focuses on the production and application of psychological research findings and methods to law-related issues. The course looks at what psychology has discovered about how people think and behave and how these discoveries can be useful when making decisions about how law should be shaped, administered, evaluated and improved.

Theme: What is Western Heritage?-Ancient and Modern

PSY255: Psychology of Prejudice (3 Credits)

Fulfills Core Curriculum in Social Sciences

This course provides students with an opportunity to see how prejudice, stereotyping, and discrimination can occur across a wide variety of settings and target many different populations. Students will learn how such beliefs and behaviors produce their debilitating effects and what might be done to prevent or remedy such effects.

Theme: Building Global Awareness

PSY260: Theories of Personality (3 Credits)

In this course, students will survey the most important theories of personality in contemporary psychology. The way each theorist views the structure, dynamics, and development of personality is emphasized to facilitate comparisons. Additionally, each theory will be evaluated as to its validity and the reasonableness of its underlying assumptions. Some discussion of applications is included.

PSY282: Psychology, Science, and Pseudoscience (3 Credits)

Fulfills Core Requirement in Social Sciences

The purpose of this course is to persuade students of the importance of critical thinking in matters both academic and personal. Its two primary objectives are to help students distinguish science from pseudoscience, by examining how scientific principles can be used to evaluate claims about a variety of phenomena, from auras and astrology, to ESP and UFOs, and to help students recognize how thinking can be easily biased and distorted.

Theme: Defining the American Experience

PSY290: Cross-Cultural Psychology (3 Credits)

Fulfills Core Curriculum in Social Sciences

This course will examine the nature of culture and its psychological correlates. Topics will include perceptions of reality, world view, cognition, motivation, personality development, values, beliefs and psychopathology based on current research on psychology across cultures. This course will also examine the effects of technology on personality development as observed by non-western traditional societies.

Theme: Defining the American Experience

PSY305: Contemporary Families (3 Credits)

Prerequisite(s): PSY 100

In this course, students engage with the major theories, empirical research, and current controversies on contemporary families. Contemporary families are notably diverse, varying in terms of their racial/ethnic makeup, number of parents, gender of parents, biological relatedness among family members, and many other factors. In turn, modern families are the subject of considerable debate and discussion, with questions centering on whether “the family” is in transition or in decline, whether certain families are more valid than others, and so on. This course examines the varied contextual forces and social locations that are fundamentally intertwined with, and serve to shape, family life (e.g., race, social class, immigration status), as well as the many forms that contemporary families take (e.g., single-parent families, lesbian/gay-parent families, adoptive families). Special attention is paid to timely but understudied topics related to family life, such as the influence of reproductive technologies (e.g., donor insemination) and information technologies (e.g., social media, text messaging, the Internet) on family life. Emphasis is placed on the major theoretical perspectives that have been used to understand and theorize about families. Finally, media representations of diverse families, as well as resources aimed at addressing the needs of contemporary families, are examined and critiqued based on the empirical literature.

PSY310: Cognitive Psychology (3 Credits)

Prerequisite(s): PSY 100; Junior or Senior Psychology Majors or Minors or permission of the instructor

This course is designed to examine the theoretical frameworks, research findings, neuropsychological links and applications in cognition in regard to the higher mental processes. Topics include, but will not be limited to, cognitive neuroscience, attention and consciousness, perception, memory, knowledge representation, language, problem solving and creativity, decision-making, and intelligence. Students will learn about the questions posed and research methods employed by Cognitive Psychology to facilitate their study of these aforementioned subtopics.

PSY320: Psychology of Learning and Behavior (3 Credits)

Prerequisite(s): PSY100

This course is intended to familiarize students with the prominent theories and principles of learning. The course will focus on basic and applied research and their application to real world.

PSY325: Statistics and Research Methods I (3 Credits)

Prerequisite(s): PSY100

This course integrates curricula from introductory Statistics and Research Methods courses into a two-sequence, year-long course. Both descriptive and inferential statistics principles and procedures will be taught in the context of applied research practices including the development and implementation of student group research projects. Computer lab session will introduce students to statistics software to aid in the computation of statistics.

PSY326: Statistics and Research Methods II (3 Credits)

Prerequisite(s): PSY325

This course is the second of two courses which continues to integrate curricula from introductory Statistics and Research Methods. Both descriptive and inferential statistics principles and procedures will be taught in the context of applied research practices including the development and implementation of student group research projects. Computer lab session will introduce students to statistics software to aid in the computation of statistics.

PSY330: Psychological Testing (3 Credits)

Prerequisite(s): PSY100

This course is designed to familiarize the student with the various types of psychological tests, including, but not limited to, those of aptitude, achievement, personality, vocational interest, and intelligence, and their uses and limitations. Problems in measurement and the concepts of reliability and validity will be discussed.

PSY340: Motivation (3 Credits)

Prerequisite(s): PSY100

This course will investigate the major theoretical perspectives in: biological, behavioral, and cognitive. Topics will include, but not be limited to, expectancy value, social motivation, attribution, drives, learning, incentive motivation, physiological mechanisms of arousal, and physiological mechanisms of regulation, and emotions. Emphasis will be placed on theory, basic research, and current applications of each topic studied.

PSY342: Organizational Behavior (3 Credits)

Organizational behavior explores the theories and techniques for understanding human behavior in the workplace, including effective communication, organizational and personal goals, diversity, change management and more. Leadership, teamwork, job enrichment, productivity and motivation are also discussed as key elements for creating the most effective organizational culture and environment.

PSY345: Psychopathology in Childhood (3 Credits)

This course will explore the theoretical, practical and philosophical issues involved in the diagnosis of psychopathology in children. The characteristics of the disorders first evidenced in childhood will be discussed and major, evidence-based treatment approaches will be considered. Psychology and psychology-related careers and graduate schools options for working with troubled children will be explored.

PSY350: Biological Psychology (3 Credits)

Prerequisite(s): PSY100

Biological Psychology is defined as the study of the biological bases of behavior and cognition. It is concerned with the biological factors underlying behavior and cognition with special emphasis on the nervous and hormonal systems. In this course, the research methods and strategies of Biological Psychology will be examined, while exploring the major mechanisms of synaptic transmission and holistic nervous system functioning. Additional topics will include, but not be limited to, the neurological substrates of particular behaviors, e.g., the sensory systems (vision, hearing, taste, et. al.), sleep, emotion and stress, ingestive behavior and mental disorders. Analysis will explore behavioral, cognitive, affective, anatomical, neurochemical, cellular, electrophysiological and communication mechanisms of the human nervous system.

PSY380: Abnormal Psychology (3 Credits)

Prerequisite(s): PSY100

This course examines the characteristics of abnormal behavior and mental disorders. Topics include historical foundations, present-day theoretical perspectives, diagnostic and research techniques, signs and symptoms of mental disorders, and an in-depth exploration of several currently widespread conditions, including, but not limited to, the anxiety disorders, somatoform and dissociative disorders, mood disorders, and schizophrenia. The current edition of the multiaxial Diagnostic and Statistical Manual of Mental Disorders will serve as the explanatory basis for the description and analysis of these dysfunctional conditions.

PSY390: Optimal Human Functioning/Positive Psychology (3 Credits)

Fulfills Core Requirement in Social Sciences

This course is designed to investigate the current research, theories and modern perspectives in the area of optimal human functioning. Topics will include, but not be limited to, flow, the psychology of happiness, optimism, well-being theory, and creativity. Emphasis will be given to applications of the material under study for making a meaningful life experience. We will be reading current articles and several books in the area of optimal human functioning. Students will be expected to contribute in a seminar style format, researching, reflecting and making informal and formal presentations.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

PSY399: Special Topics (3 Credits)

Prerequisite(s): PSY100 or permission of instructor

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

PSY400: Counseling Theories and Strategies (3 Credits)

Prerequisite(s): PSY100

The purpose of this course is to introduce the student to the roles and functions of a counselor, to understand the main counseling strategies, and to provide a framework for understanding the counseling process while developing basic counseling skills.

PSY410: Applied Behavior Analysis II (3 Credits)

Prerequisite(s): PSY210 and PSY320

This course introduces the student to advanced topics and research in applied behavior analysis.

PSY420: Applied Behavior Analysis Practicum (3 Credits)

Prerequisite(s): PSY210 and permission of the instructor

This applied practicum is designed to provide students 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.

PSY430: History and Systems of Psychology Capstone (3 Credits)

Prerequisite(s): Junior or senior standing, and near completion of requirements for the Psychology major or minor (one or two courses at most remaining), or permission of the instructor

This capstone course surveys some of the historical events which have shaped modern psychology. The major perspectives of psychology explored include Structuralism, Functionalism, Behaviorism, Gestalt, Psychoanalysis, Humanistic, Biological, Cognitive and Positive Psychology. We will explore the philosophical roots of modern psychology. The political and historical events contributing to the zeitgeist that supported the development of each perspective will be analyzed. When looking at the impact of central figures in the field a more inclusive approach will be utilized. This capstone course will culminate with integrative and comprehensive written and oral presentations of the current status, political orientation and possible future directions of the modern perspectives of psychology.

PSY499: Independent Study/Community Experience (3 Credits)

Prerequisite(s): Junior or senior major in Psychology with all other requirements nearly completed (one or two courses at most remaining), a 3.0 GPA in Psychology and permission of a supervising faculty member

Independent Study/Community Experience allows the exceptional junior or senior Psychology major in good academic standing an opportunity to conduct independent research, or participate in a community experience under the supervision of a member of

the department faculty. Topics to be investigated for a research focused independent study, objectives to be met, and the criteria for grading must be prearranged during the semester prior to the one in which the study will be conducted. Students must make their own arrangements for a community experience, including plans for an on-site supervisor who agrees to evaluate them at the end of the semester. A minimum of eight hours per week is required for 3 credit hours. Community experiences, although taken for credit, are evaluated on a Pass/Fail basis.

Religious and Theological Studies

RTS093: Religion and Global Security Issues (1 Credit)

In recent times political events have created significant peace-keeping security concerns for religion in many parts of the globe, whether the Middle East, Africa, Asia or Europe. In this workshop, we will examine a number of political developments and their implications for religious groupings. We will explore how religion and global politics interact and intersect and we will examine the character of religiously-inspired conflicts and the role which conflict resolution can play in solving them.

RTS221: The Experience of Loss: Help, Hope and Healing (3 Credits)

Fulfills Core Requirement in Religious and Theological Studies. Required course for majors in Religious and Theological Studies

Though pastoral in nature, this course will examine the human experience of loss and bereavement, theoretically, theologically, personally and spiritually. We will begin by examining the anatomy of bereavement, including the dynamic of recovery, with a particular focus on the inevitable questions of theodicy. In addressing the theodicy questions, we will turn to the Bible, particularly the Book of Job, the Psalms of Lament, and the teachings of Jesus. Specific types of losses—including our own—will be explored in the context of assessing the most compassionate and comforting types of grief support. Through class discussions, large and small group practice of grief support methods, and personal reflections, the overarching goal of this course is to learn how to bear one another's burdens in times of bereavement.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

RTS225: The Quest for the Ultimate: Dialogue with Global Religious Traditions (3 Credits)

Fulfills PART II of Core Curriculum: Faith and Reason

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.

RTS262: What the Bible Really Tells Us: The Essential Course for Biblical Literacy (3 Credits)

Fulfills Core Requirement in Religious and Theological Studies. Required course for majors in Religious and Theological Studies

This course introduces the Bible as a foundational source of Western religious thought. Literary form, the historical and social context of scripture, and key biblical themes such as creation, revelation, covenant, conversion, miracle, liberation, justice, and judgment will be discussed as they appear in both the Hebrew Scriptures (Old Testament) and Christian Scriptures (New Testament). An introduction to hermeneutics, i.e., theories of biblical interpretation, will also be included.

Theme: What is Western Heritage?-Ancient and Modern

RTS300: Religious Diversity of Newport (3 Credits)

Prerequisite(s): RTS225

Fulfills core requirement in Religious and Theological Studies

This course examines the rich and diverse history of the many religious groups that have settled in Newport over the past 380 years. The course combines classroom presentations with visits to sites of historical and religious significance in Newport and Aquidneck Island. Particular attention is paid to Newport's colonial history, Rhode Island's reputation for religious toleration, and the "Lively Experiment" engendered by the Royal Charter of 1663.

Theme: Defining the American Experience

RTS305: The Spiritual Quest (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies.

In recent years, the term "spirituality" has grown in popularity and has been used in a variety of ways. Integral to most meanings

of it, however, is a focus on our lived relationship to the transcendent, or whatever we designate as the source of ultimate meaning in our lives. It includes how we experience the transcendent, our self-understanding in relation to it, and how we live out this relationship in the world. As human beings search for truth and meaning, we find this same basic "spiritual pattern" across cultures, religious traditions, and time. This course will examine the place of spirituality as the basis for living by looking at particular manifestations the spiritual quest has taken. Students will develop the critical tools needed to evaluate different spiritualities and be able to reflect on their own spiritual searching and experience.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

RTS315: Thomas Aquinas: Background, Thought, and Legacy (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies

The topic of the course is the background, thought, and legacy of Thomas Aquinas. Students will learn how the thought of Aristotle and Augustine was appropriated and reconfigured by Aquinas. Students will read large selections from two of Aquinas's most important works, the *Summa Theologica* and *De Malo*. Students will learn about the various ways Aquinas's thought was received in the western tradition.

Theme: Western Civilization

RTS316: The Satan Seminar (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies

Known for centuries as the pitchfork-toting demon and concierge of hell, Satan evokes fear and fascination among the faithful and faithless alike. This course is primarily concerned with the evolution of Satan in the Bible, but will also examine the function of monsters and the role they play in religious narratives. The culmination of this course will include student projects that explore the connection between diabolical motifs from antiquity and modern renditions of the satanic in literature, music, film, art and video games.

Theme: Western Civilization

RTS321: Superheroes, Saints and Sinners: Spiritual Themes in Contemporary Fiction (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies

We live by stories: stories draw us into the quest for wisdom as we struggle with the complexities, challenges and joys of human life. Follow the quest for understanding the ultimate realities of human experience depicted in the stories of superheroes, saints and sinners who struggle with questions of good and evil, human strengths and failings, identify, happiness and meaning, life and death, and the ultimate quest for God.

Theme: Creative Aesthetic and Spiritual Experience

RTS325: Who Is My Neighbor? Mercy in the Christian Life (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies.

Since ancient times, the Christian tradition has identified with a Christ-centered ethics of love characterized by the practice of mercy. This course will critically reflect on the presentation and preservation of that ethos in the New Testament Story, the tradition of the community, and in the spiritual practices of the Christian faith. In this study of mercy we will discuss the writings of both early and contemporary theologians, and reflect critically on the art, images, stories and films that inspire persons to become neighbor to those in need, thereby practicing the ethics of mercy in a fractured world.

Theme: What is Western Heritage?-Ancient and Modern

RTS326: Learning Theology with C. S. Lewis (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies

In this course students will encounter a broad and representative range of C.S. Lewis's works. By way of close reading, reflection, and discussion, students will be introduced to topics and themes that are central to the Christian theological and moral outlook. The goal of this course is twofold: First, to identify and think through the central loci of Christian theology and ethics through the reading of pertinent texts written by C.S. Lewis; and, second, to offer an immersion into one of the most imaginative and influential Christian writers of the 20th century.

Theme: What is Western Heritage?-Ancient and Modern

RTS328: Disability, Vulnerability, and Human Flourishing (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies

This course introduces students to Christian theological reflection on human flourishing and our common vulnerability to impairment, illness, and disability. The topic will be considered from the perspective of the Catholic theological tradition, with a special emphasis on the theological outlook of St. Thomas Aquinas. Students will be familiarized with contemporary theological work on disability and cognitive impairment.

Theme: What is Western Heritage?-Ancient and Modern

RTS332: Care for Creation: Christianity, Ethics and the Environment (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies.

One of the great questions confronting human beings in the present world is their relationship to the environment. This course explores the human relationship to non-human nature from moral and religious perspectives, engaging the following sorts of questions along the way: Do humans have any moral obligations with respect to non-humans, such as animals or ecosystems? If so, how strong are they and how are they best described? Moreover, how does religion impact the question? Is Christianity positive or negative in its relationship to the earth? Does it lack a sensitivity that Native American and Eastern religions seem to have? Or can Christianity generate a constructive earth-human relationship? These issues are crucial as humankind attempts to understand and control its newfound power on this planet.

Theme: What is Western Heritage?-Ancient and Modern

RTS334: Global Ethics (3 Credits)

Prerequisite or co-requisite: RTS225

Fulfills Core Requirement in Religious and Theological Studies

This course explores the ethical dimensions of one or more ethical issues with global implications and helps students develop an informed Christian response. It addresses the sources of moral wisdom and the centrality of the common good in ethical discernment. Issues that students might examine include human development (economic, cultural, social), war and peace, poverty, refugees and migration, the situation of women around the world, food security, etc.

Theme: Building Global Awareness

RTS335: Social Ethics in a Volatile World (3 Credits)

Fulfills Core Requirement in Religious and Theological Studies.

This course explores the ethical dimensions of one or more contemporary social issues and helps students develop an informed Christian response. It addresses the sources of moral wisdom and the centrality of the common good in ethical discernment. Issues which students might examine include social and economic justice, race and racism, violence, consumerism, technology, immigration, and ecology. The social science research, the Judeo-Christian tradition and principles of Catholic social teaching provide the framework for this consideration.

Theme: Defining the American Experience

RTS336: Marriage and Family Life (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies

Long regarded as fundamental building blocks of society, marriage and the family have been the focus of an unprecedented degree of questioning and analysis over the past 50 years as the institutions themselves have undergone significant evolution. This course examines a number of critical areas associated with marriage and family life today, viewed from the perspective of history, contemporary social sciences, and Christian faith. Particular emphasis will be placed on exploring the religious and spiritual dimensions of marital and parental commitment. Specific topics of study will include technology and its impact on family life, divorces and its effects on children, the sacramental and vocational character of marriage, sex and intimacy, the social mission of Christian families, cohabitation, and the cultural pressures and challenges which couples and families face today. While the course readings will be drawn from multiple disciplines, texts of the Roman Catholic religious tradition will be highlighted.

Theme: Defining the American Experience

RTS337: Biomedical Ethics (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies.

Recent advances in medical and biotechnology have allowed humans in wealthy countries like the United States to address many problems that just a few decades ago would have been inconceivable to overcome. These advances enable us to improve the quality of our lives, overcome obstacles to procreation, replace organs, and extend our lives. At the same time, they have raised many questions, particularly of an ethical nature: What is the nature of illness and health? What 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 lives ever be terminated and, if so, under what conditions? What methods of human reproduction are legitimate? Do medical and biotechnologies threaten to reduce some humans to mere tools for other humans? Who receives the benefits of new medical and biotechnology, who is excluded, and on what basis? Does every individual have a right to health care? These questions, in turn, sink their roots into even deeper questions. What is human nature and when do we violate it? 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.

Theme: What is Western Heritage?-Ancient and Modern

RTS338: Sexual Ethics in a Tinder Age (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies.

Few spaces exist today for college students to engage in a mature conversation about their sexual lives and the struggles and pressures that confront Generation Z. a.k.a. the iGen. This course is designed to fill that gap, to help students think critically about such topics as sexual practices, campus pressures, gender expectations, and a sex-infused culture that plays an oversized part in the construction of sexual desire and behavior. With the Christian tradition as a leading conversation partner, the class will utilize readings from a variety of sources as we work towards describing what makes sex good, meaningful, and just. Recognizing that contemporary hookup culture adheres to few rules, our ultimate goal will be to establish ethical norms for sexual relationships that encourage responsible and satisfying choices.

Theme: Defining the American Experience

RTS339: Friendship, Love & Romance: The Call to Intimacy (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies

This course examines friendship, love, and romance in a way that reflects the Christian outlook and engages a number of disciplinary perspectives. The goal is to help students understand the integral place of these relationships in a healthy, meaningful, and spiritually enriching life. Students will critically reflect on their own experiences of friendship, love and interpersonal intimacy and inquire how these are shaped by a technology-infused culture which has come to emphasize curated identities, superficial relationships, and instant gratification. In considering distortions of friendship and mature love, students will be prompted to develop the skills, practices, and self-knowledge needed to participate in meaningful intimate relationships.

Theme: What is Western Heritage?-Ancient and Modern

RTS340: Church in the Twenty-first Century (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies.

How does the Church, founded almost 2000 years ago, stay relevant and effective? Drawing from contemporary religious and interdisciplinary literature, this course attempts to chart a course for the Church in response to the particular human needs and challenges of the present age. Students will focus on the church, a living, multi-faceted organization, as it engages the contemporary world in service and truth.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

RTS341: Explorations in Christian Theology (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies.

What is Christian theology? This course will introduce students to some of the many facets of this question by addressing themes central to Christian theology such as: how does one "do" theology? (the question of method); the intrinsically relational nature of God as unity-in-diversity; Jesus of Nazareth as Messiah and Lord; theories of salvation; Holy Spirit in theory & spiritual

experience; the Creator in relation to human and non-human creation; various models and theologies of the Church; how can/should Christianity relate to other religions and their truth claims?; how does it all end? (The Last Things & God's judgment); faith in action (discipleship & following Jesus). By completing this course students will develop a sound working knowledge of key themes and issues in both classical and contemporary Christian systematic theology, which can serve as a basis for more advanced study. Writing assignments will provide students with opportunities to sharpen critical reading and writing skills.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

RTS345: Engaging the Catholic Experience (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies.

This course will explore the many dimensions of the living Catholic tradition. Areas of study will include liturgy, saints, devotional practices, doctrines, moral teachings, church structure and governance, history, religious orders, the priesthood and the laity. Using appropriate literature and film, students will gain a holistic and critical appreciation of the tradition. This course would be valuable for both non-Catholics who seek an introduction and Catholics who seek increased understanding of their tradition.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

RTS347: Symbol, Icon & Beauty in Religious Traditions (3 Credits)

Prerequisite(s): RTS225

What is the relationship of the creation and experience of beauty to religious faith? What does seeing have to do with believing? Does beauty draw persons into an experience of the mystery of the divine? Examine these and other questions as we pursue a critical study of religious symbols and art and their role in preserving, communicating and reinforcing the beliefs of religious worlds. Although the course focuses on the theological and spiritual meaning of Christian material culture, we will also study the symbolic images of certain non-Christian religious traditions.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

RTS355: Christian Jewish Relations: From Hostility to Hope (3 Credits)

Fulfills Core Requirement in Religious and Theological Studies

After 19 centuries of negative Christian attitudes toward Judaism, often expressed in policy and behavior, Christianity (both Protestant and Catholic) changed its views of Judaism to a positive affirmation. Students will explore the relatively recent changes in Christian theology regarding Judaism, Jewish reaction to those changes, and the preceding history leading up to this renewed moment of dialogue.

Theme: What is Western Heritage?-Ancient and Modern

RTS356: Contemporary Christian Spirituality (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies.

Contemporary Christian spirituality concerns itself with the question of how to lead a deeply committed Christian life in the world of high technology and almost constant change. We examine theories of spirituality in the past to see their influence on our present situation; the spiritualities of other traditions to see their possible contributions to our own; the question of whether a person can develop a spirituality on his or her own or whether a community or a church is helpful. Lastly we raise the question of what moral choices we must make to seriously adopt a particular kind of spirituality.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

RTS364: Understanding the Hebrew Scriptures (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies.

The Hebrew Scriptures (Old Testament) are some of the founding documents of Western civilization. Its answers to some of the big questions in human life have allowed Jews, Christians and Muslims to make sense of their lives and to seek justice in society. Its stories and religious poetry have permeated Western literature, music and art. As the students explore the literature of the Hebrew Scriptures, they will also focus on the process by which the scriptures evolved through the various stages of Israelite history.

Theme: What is Western Heritage?-Ancient and Modern

RTS365: The Psalms and the Prophets: A Quest for God and Justice (3 Credits)

Fulfills Core Requirement in Religious and Theological Studies

This course will explore the Psalms as a unique form of Judeo-Christian prayer. We will examine the various classifications, forms and functions of the Psalms, with a particular eye to issues of social justice, as this is a central concern of Israel's great prophets. We will study the four major and twelve minor biblical prophets, examining similarities and differences between the Psalter and prophetic literature.

Theme: What is Western Heritage?-Ancient and Modern

RTS372: Jesus and the Gospels: "Who Do You Say that I Am?" (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies.

This course will explore the contents and the historical settings of the four canonical gospels, their theological emphases, and the literary relationship between them. In addition, students will be introduced to the process of critical scholarship regarding the historical investigation of Jesus and the roots of the Christian faith.

Theme: What is Western Heritage?-Ancient and Modern

RTS374: The Life and Letters of St. Paul (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies

Why is Saul (later Paul) of Tarsus considered to be one of the most influential persons in the history of Christianity, right next to Jesus himself? This course will examine the emergence of Christian thought and practice through critical study of the seven authentic letters of Paul. The historical context of the letters, Paul's theological vision, and the wide-ranging impact of his thought will be the primary focus areas of the course.

Theme: What is Western Heritage?-Ancient and Modern

RTS375: Good Girls, Bad Girls: Women of the Bible (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies.

This course will examine the role of women in the Bible, reclaiming and celebrating the feminine voice of scripture. The historical, cultural, and social aspects of biblical themes will serve as the backdrop for discussion.

Theme: What is Western Heritage?-Ancient and Modern

RTS381: Engaging the Jewish Experience (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies.

The Jewish people and tradition have profoundly influenced Western cultural and religious traditions. In tracing this influence, the course examines the origins of Judaism, its codification in some of its great works, such as the Mishnah and the Talmud, and its different manifestations in various times and cultures. Finally, the course will investigate contemporary forms of Judaism.

Theme: Building Global Awareness

RTS382: Engaging the Muslim Experience (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies.

This class will explore the basic dimensions of Islam, including the Muslim understanding of God, The Qu'ran, prayer life, the status of women, concern for the poor, and the role of the State in Islamic societies. This class will also explore theological and cultural pluralism within Islam.

Theme: Building Global Awareness

RTS383: Engaging the Hindu Experience (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies.

Hinduism is one of the world's oldest religions with scriptural roots linking back more than a millennium before the birth of Jesus. This course will explore the historical, cultural and spiritual roots of Hinduism. Emphasis will be placed on the evolution of religion in India and on the diverse views of the relationship between humans and the divine.

Theme: Building Global Awareness

RTS384: Engaging the Buddhist Experience (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies.

Why do we suffer? How can we escape suffering? Siddhartha Gautama pursued these questions thousands of years ago, and after a long quest he "woke up," becoming the "Buddha," the enlightened one. This course will explore the roots of Buddhism, its four noble truths and eightfold path, its key ideas concerning impermanence and the self, the role of meditation, and its ethical commitment to compassion. The spread of Buddhism and Buddhist schools of thought, including contemporary forms represented by such figures as the Dalai Lama, will also be examined.

Theme: Building Global Awareness

RTS385: Utopia and Dystopia: Exploring the Roots of Religious Terror (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies.

The course will explore, using religious, philosophical and political texts and theories, the links between religion and violence, the use of terror to achieve utopian (and also dystopian) ideals and will examine real-life case studies which will research attempts to create utopias using the means of terror.

Defining the American Experience

RTS386: New Religious Movements and Alternative Spiritualities (3 Credits)

Prerequisite(s): RTS225

Fulfills Core Requirement in Religious and Theological Studies.

This course will explore the "shift to self" as expounded by many theorists of secularization and sacralization and will examine non-traditional religions in the 21st century. It will look at the role of the period of the 1960s in fostering a new approach to believe, based not on an appeal to authority, but an appeal to the independent self and the centrality of the individual. It will look at the rise of new religious movements, trace their spiritual roots and examine their core beliefs and philosophies.

Theme: Building Global Awareness

RTS399: Special Topics (3 Credits)

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

RTS451: The Capstone Experience (3 Credits)

Prerequisite(s): Senior standing

While varying in its particular focus from year to year, this course will provide a summative experience for those majoring in Religious & Theological Studies. Themes and skills of the core curriculum will be addressed and students will be encouraged to synthesize the knowledge, skills and values they have gained through the coursework in their major. As a culminating project, students will be required to research, write and defend a major paper.

RTS495: Guided Research Experience (3 Credits)

Senior Religious and Theological Studies majors may, under the direction of a member of the department, engage in scholarly research and the development of a major thesis paper.

RTS499: Independent Study (1-3 Credits)

Course work arranged for Religious and Theological Studies majors seeking to pursue avenues of learning outside of the existing offerings of the department.

Science

SCI102: Forensic Science (3 Credits)

Fulfills Core Requirement in Sciences

This course treats the capabilities, techniques, and limitations of the crime laboratory, including emission spectrometry, chromatography, atomic absorption spectrophotometry, neutron activation analysis, and x-ray diffraction. A discussion of physical optics, especially as related to the microscope, is included. These basic principles are applied to the detection and identification of hair, paint, fibers and drugs. Forensic serology and fingerprinting are discussed. Applications in the area of

firearms and of document and voice examination are included.
Theme: Engaging Creative, Aesthetic and Spiritual Experience

SCI103: Physical Science (3 Credits)

Fulfills Core Requirement in Sciences

This course combines physics and chemistry in order to better understand our world. Some of the topics discussed are how science views the world, chemistry of the environment and the forces in the physical world as expressed in words, symbol, math and graphs.

Theme: What is Western Heritage?-Ancient and Modern

SCI104: Earth Science (3 Credits)

Fulfills Core Requirement in Sciences

Earth Science draws on the sciences of geology, oceanography, meteorology and astronomy in order to gain an understanding of the earth and its place in the universe. Topics explored include minerals and rocks, external processes such as weathering, and erosion by water, wind and ice, internal processes as manifested by volcanoes, earthquakes, and plate tectonics, the oceans both in a static and dynamic sense, the earth's atmosphere again in both a static and dynamic sense, and the solar system and beyond to stars and galaxies.

Theme: What is Western Heritage?-Ancient and Modern

SCI105: Integrated Science With Computers (3 Credits)

Fulfills Core Requirement in Sciences

The course takes a laboratory approach to integrating guided-inquiry techniques with self-directed projects. The goal is to help students acquire a fundamental understanding of the nature of science. Lecture on a large number of topics is replaced with a workshop environment that gives students the necessary time required for constructing a deeper and more permanent understanding.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

Secondary Education

SCD212: Teaching Reading in the Content Area (3 Credits)

This course is designed to instruct teacher education candidates in the use of methods and materials in teaching students to strengthen their reading skills within the various content areas of the middle and secondary school curriculum. Attention to the needs of multicultural students and English Learners will be part of this course. Technology will be utilized as it relates to the enhancement of student learning.

SCD220: Adolescent Development and Theories of Learning (4 Credits)

Prerequisite(s): Sophomore or higher standing

In this course, teacher education candidates examine, integrate, evaluate, and apply information on physical, cognitive, emotional and social development of adolescents from a multicultural and theoretical perspective. The major theories and principles of learning and teaching, as well as the relationships among them, are examined, integrated and applied. Teaching methods, classroom experiences and other aspects of the teaching-learning processes are analyzed and evaluated in relation to the theories, their principles, and current research both in theories and in adolescent development. Expectations and activities planned in this course are geared to application which demonstrates understanding of the theories and understanding of how knowledge of adolescent development impacts instruction. Classroom observations provide opportunities for students to identify and analyze application of theory in school settings.

SCD298: Secondary Field Experience in a Multicultural Society I (1 Credit)

Prerequisite(s): For Secondary Education majors/minors of sophomore or higher standing

This course affords teacher education candidates the opportunity to assist adolescents and secondary educators in diverse secondary school settings. Candidates will also begin to develop intercultural competence through reflective assignments and discussions. Requirements include weekly seminar participation and a total of 15 hours of tutoring/mentoring per semester.

SCD299: Tutoring and Mentoring in a Multicultural Society II (1 Credit)

Prerequisite(s): Secondary Education majors/minors of sophomore or higher standing

In this course, teacher education candidates continue to assist secondary educators and diverse secondary students. Candidates learn to analyze demographic and curricular data as they continue to develop intercultural competence. Requirements include weekly seminar participation and a total of 15 hours of tutoring/mentoring per semester.

SCD310: Strategies for Teaching Secondary English Learners (1 Credit)

This course introduces students to the most current approaches to teaching English as a second language at the Secondary level. Drawing on contemporary research, the course will focus on creating optimal learning environments that engage, motivate, and support English learners (ELs) through meaningful and age/level appropriate activities. This hands-on course provides practical strategies and ideas for designing and teaching effective language lessons that integrate reading, writing, listening and speaking.

SCD320: Curriculum, Instruction and Assessment in the Secondary School I (3 Credits)

Prerequisite(s): Acceptance into the Education Department; SCD321

Co-requisite(s): SCD321: Practicum I for Curriculum, Instruction and Assessment in the Secondary School I.

This course develops teacher education candidates' proficiency in designing standards-based curriculum and standards-driven instruction. Candidates will learn about, and practice curriculum planning, instructional methodology, and assessment strategies based on current and widely-accepted research in these areas. Candidates will develop and demonstrate the ability to collect and analyze data from multiple sources to inform instruction and professional practice. As they design, implement, and assess learning experiences, candidates will model and integrate technology to support instruction and student learning.

SCD321: Practicum I for Curriculum, Instruction and Assessment in the Secondary School I (1 Credit)

Prerequisite(s): Acceptance into the Education Department

Co-requisite(s): SCD320: Curriculum, Instruction and Assessment in the Secondary School I

This clinical experience is linked to SCD320: Curriculum, Instruction and Assessment in the Secondary School I, and enables teacher education candidates to observe in local classrooms for evidence of the elements of the Salve Regina University lesson plan. Candidates are required to write formal reflections for each observation, as well as engage in and reflect upon initial teaching experiences, employing principles and methodology learned in SCD320.

SCD322: Practicum II for Curriculum, Instruction and Assessment in Secondary School II (1 Credit)

Prerequisite(s): Acceptance into the Education Department

Co-requisite(s): SCD323: Curriculum, Instruction and Assessment in the Secondary School II

This clinical experience is linked to SCD323: Curriculum, Instruction and Assessment in the Secondary School II. Teacher education candidates will gather and analyze evidence of student learning for the purpose of designing lessons that are responsive to diverse student needs. Candidates will become increasingly proficient in instructional and assessment strategies having a positive impact on student learning. Candidates will engage and reflect upon teaching experiences, employing principles and methodology learned in SCD323.

SCD323: Curriculum Instruction and Assessment in the Secondary School II (3 Credits)

Prerequisite(s): Acceptance into the Education Department

Prerequisite or co-requisite: SCD322: Practicum II for Curriculum, Instruction and Assessment in Secondary School II

Teacher education candidates will continue to develop and expand upon the knowledge, skills and professional dispositions addressed in SCD322: Curriculum, Instruction and Assessment in the Secondary School I. Candidates will collect and analyze student work and classroom-based data sources used to inform instructional practice and differentiate instruction. Candidates will develop and demonstrate the ability to design, implement and assess culturally responsive learning experiences that provide all students the opportunity to achieve state standards. Candidates will further develop utilizing technology that support instruction and student learning.

SCD399: Special Topics (1-3 Credits)

Prerequisite(s): Permission of the Chair is necessary to take this course

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

SCD410: Classroom Management (3 Credits)

Prerequisite(s): Classroom field experience is required

Co-requisite(s): SCD440

This course will help the teacher education candidate learn how to "create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation" (RIBTS #6). The teacher education candidate will learn strategies to facilitate the creation of a classroom environment conducive to the learning needs of all students with an emphasis on proactive management strategies. Through extensive review and discussion of relevant literature, the course will focus on the need for high expectations, legal and ethical considerations, self-awareness of personality style, stress management, and socio-cultural considerations. Candidates will also create a teacher website and comprehensive classroom environment plan.

SCD432: Student Teaching Seminar Capstone (1 Credit)

Prerequisite(s): Acceptance into Education Department

Co-requisite(s): SCD 441

This workshop format course will provide materials and mentoring to supplement the student teaching experience and aid the teacher education candidate in job exploration. It will also help candidates prepare the portfolio necessary to be recommended to the State of Rhode Island for initial licensure. Additionally, this course, in conjunction with SCD 441: Secondary Student Teaching, serve as the capstone experience for all education majors. Through writings, discussion, and a formal Impact Study on their students' learning, candidates will reflect on the impact of the Salve Regina Mission Statement on their work as educators. As part of the curriculum, students will complete work that addresses the student learning outcomes articulated for the third Core Goal: Refine the Liberal Arts Skills of Inquiry, Analysis and Communication.

SCD440: Practicum in Secondary Education (3 Credits)

Prerequisite(s): Acceptance into the Education Department

This course provides a 60-hour practicum experience prior to student teaching. Experience in the classroom is critical to the professional development of teachers. The overall goal of this course is to help the student integrate formal course work, educational theory, and the Professional Teaching Standards with real teaching experiences in his or her discipline. The practicum provides an opportunity for the teacher candidate to become familiar with the educator, the students, the classroom environment, and school policies prior to the student teaching experience. Students will apply teaching skills specifically to their content area and develop a unit of study to implement during the student teaching experience. The practicum seminar is a discipline-specific teaching course. This course will also address the candidates' concerns regarding school policies and procedures, lesson planning and classroom management.

SCD441: Secondary Student Teaching (12 Credits)

Prerequisite(s): Acceptance into the Education Department and successful completion of all Rhode Island Department of Education certification testing requirements

This 15-week experience is a full-time assignment under the supervision of a clinical educator, a university supervisor from the teacher education candidate's content area, and an education department supervisor. Opportunities are provided for substantial responsibility for the full range of teaching duties on the secondary level. During this time, the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as in individualized conferences with the various supervisors. Candidates will produce a licensure portfolio by the end of the semester and will be interviewed for recommendation for initial licensure. Additionally, this course, in conjunction with SCD432: Secondary Student Teaching Seminar Capstone, serve as the capstone experience for all education majors. Through writings, discussion, and a formal Impact Study on their students' learning, candidates will reflect on the impact of the Salve Regina Mission Statement on their work as educators. As part of the curriculum, students will complete work that addresses the student learning outcomes articulated for the third Core Goal: Refine the Liberal Arts Skills of Inquiry, Analysis and Communication.

SCD499: Independent Study (1-3 Credits)

Prerequisite(s): Permission of the Chair is necessary to take this course

This supervised study is intended to permit individual students to examine in depth a subject area of their choice that may not be offered in the regular curriculum. Written proposals for independent study must include goal(s), objectives, outline of the intended study content, means of assessment, and be submitted in advance.

Social Work

SWK035: Music Therapy (1 Credit)

This experiential workshop will provide an overview of the mechanics of Music Therapy and demonstrate how lives can be enhanced through music/brain connections. The many ways that music can be adapted for a variety of populations across the lifespan will be explored. Cross-list with MSC075.

SWK060: Race, Class, Gender and Health (1 Credit)

In this workshop students will examine the intersection of race, class, gender and their combined impact on personal and family health as well as on the U.S. health care system. In addition, health disparities, quality of care, social determinants of health, risk factors in living and working conditions and discrimination in services will be discussed.

SWK065: Affordable Housing (1 Credit)

This workshop will explore affordable housing issues including: inequality and housing; the social costs of the lack of affordable housing; and affordable housing and public policy. The specific barriers to affordable housing will be investigated at the federal, state and local levels. Emphasis will be placed on the lack of affordable housing for persons who are homeless.

SWK072: Human Sexuality across the Lifespan (1 Credit)

This workshop provides an overview of the bio-psycho-social issues of human sexuality within a developmental context from infancy to later adulthood. Emphasis is placed on understanding the diversity of relationship needs in client systems.

SWK073: Traumatic Experiences across the Lifespan (1 Credit)

This workshop will examine traumatic life experiences of children, women, men, refugees and victims of war, natural disasters, severe illness or injury, etc. The impact of culture, the awareness of trauma informed policies and trauma informed interventions will be discussed.

SWK074: Environmental Issues in the 21st Century (1 Credit)

The goal of this workshop is to introduce students to major public and scholarly environmental discourses in the 21st Century. Topics, such as; acid rain, the history of the U.S. environmental movement, environmental justice/racism, global warming, etc. will be explored.

SWK075: Critical Issues in Presidential Elections (1 Credit)

Students will examine the political platforms of Presidential candidates and explore the differential impact that these policies may have on diverse populations.

SWK076: Evidence Based Practice (1 Credit)

In this workshop, students will learn how Evidence Based Practices (EBP) enhance practice, achieve desirable outcomes, and inform policy decisions. This one credit workshop also aims to increase students' understanding of how research informs practice and how practice is able to inform research.

SWK078: Grant Writing (1 Credit)

This workshop will focus on the knowledge and skills necessary for successful grant writing. Ethical considerations and program design will be discussed in relationship to resource development, needs assessment, project design considerations, evaluation and dissemination.

SWK083: Non-Violence and Mediation (1 Credit)

The focus of this workshop is on the skills and tools needed for conflict resolution. Conflict management and de-escalation techniques will be discussed. Students will resolve personal and community problems using peaceful strategies.

SWK084: Historical, Political and Sociological Aspects of Baseball in America 1950 to present (1 Credit)

This workshop examines the historic, cultural and sociological aspects of the game from 1950 to the present. Emphasis is placed on the durability of the game through labor movements, civil/women's rights movements, the cold war, and the effects of

capitalism on the game. Research will be discussed that shows how the game transcended all economic classes and cultural differences staying fresh and new for each generation.

SWK086: Effecting Change at State and Local Levels (1 Credit)

This workshop will focus on effective strategies and techniques when working for change at the state and local levels. A focus of the workshop will be on how to be an effective change agent at the grassroots level. Emphasis will be placed not only on how to be a political analysts but also a political strategist.

SWK087: Violence and the Workplace (1 Credit)

This workshop presents rational approaches for implementing safety guidelines in a work environment.

SWK089: Historical, Political and Sociological Aspects of U.S. and R.I. Baseball Up to 1950 (1 Credit)

This workshop examines the role and impact that baseball played in American culture from the Revolutionary War to 1950.

SWK091: Women, Healthcare & Policy: Across the Life Cycle (1 Credit)

This workshop provides an overview of current healthcare policies and practices relative to women's health and wellbeing across the lifespan. Participants will gain an understanding of the most pressing healthcare issues facing women today with special focus on at-risk and vulnerable populations.

SWK092: Political and Social Issues of Gambling (1 Credit)

This workshop is designed to provide students with the fundamentals for understanding gambling and gambling problems in the U.S. The workshop emphasizes a heterogeneous view of gambling and problem gambling that is congruent with the bio/psycho/social/spiritual model of addictions utilizing a strengths perspective.

SWK093: Sexuality and Alcohol (1 Credit)

This workshop will examine the effects of alcohol consumption on sexual behavior. Research on impaired judgment, increased risk-taking behaviors and unwanted outcomes such as date rape, sexually transmitted diseases, etc. will be discussed.

SWK095: Relationship Violence (1 Credit)

This workshop will explore the magnitude, dynamics and types of violence perpetrated against others both within the family as well as in other relationships. Through the use of lecture, film, speakers and discussions students will examine the epidemiology of personal and family violence and the related psychosocial problems. A discussion of current laws, policies and available services will be included.

SWK096: The Immigrant Experience (1 Credit)

This workshop examines issues related to immigration in the 21st Century. Discussions will include the dynamics of international migration, the socioeconomic and political factors impacting the migration process and the plight of undocumented immigrants. In addition current public policy issues will be discussed.

SWK097: Pet Assisted Therapy (1 Credit)

This workshop provides students with an overview of Pet Assisted Therapy and how it is utilized in a variety of settings. The human-animal bond will be explored. Current research on Pet Assisted Therapy will be examined.

SWK099: Conflict and Peace (1 Credit)

This workshop will identify and analyze violent and nonviolent behaviors as well as the structural mechanism impacting national and international conflicts. Prevention, de-escalation and solutions to conflicts by peaceful means will be explored.

SWK120: Social Problems: Analysis by Race, Class and Gender (3 Credits)

Fulfills Core Requirement in Social Sciences

Students develop an understanding of the nature of social problems and their effect on individuals, families, and communities, with a focus on issues of social justice. Particular emphasis is placed on the effects of racism, classism, sexism and other forms of oppression in shaping the social condition. An integral part of the course is an in-depth look at the commitment of social workers

and other professionals to vulnerable groups, with attention given to the eradication of oppression in all of its forms. Students learn how systems influence the perpetuation or remediation of social problems. Social problems are analyzed from various perspectives.

Theme: Defining the American Experience

SWK120S: Social Problems: Service Learning (1 Credit)

Students learn about human service organizations through a 28-hour service-learning component.

SWK190: History of Social Work and Social Welfare Policy (3 Credits)

This course provides an historical context in which to understand current challenges in the social work profession and issues of social welfare policy. A variety of perspectives and frameworks for analyzing social policy are examined. The role of the generalist social worker in policy analysis and development at the local, state, and federal levels is explored. Throughout the course, students are expected to consider the consequences, both intended and unintended, of policy action or inaction. Emphasis is placed on strategies for confronting human need, economic and social oppression, and racial and sexual discrimination. Students experience the policy area first hand, by engaging in 15 hours of experiential learning.

Theme: Defining the American Experience

SWK215: Human Behavior and Diversity I (3 Credits)

This first course, in a two-semester sequence, is designed to offer students a knowledge base for understanding the bio-psycho-social aspects of human development across the life cycle from conception through middle childhood, the environmental context in which development takes place, and the dynamic interaction between the two. The cross-cultural application of human development theories is considered.

Theme: Building Global Awareness

SWK216: Human Behavior and Diversity II (3 Credits)

Prerequisite(s): SWK215 or permission of instructor.

Building on SWK215, theories of human development across the life cycle, from adolescence through later adulthood, are addressed. Differences in experience based on gender, ethnic background, social class, and religion are explored. This course also explores human behavior and development in the macro-social environment. Using an ecosystems perspective, the course examines the various stages of development typical of groups, organizations and communities as well as their impact on human functioning.

SWK320: Methods of Practice I (3 Credits)

Prerequisite(s): Junior Social Work majors only, and concurrent enrollment in SWK360 and SWK361.

This course provides the foundation for generalist social work practice within the systems and ecological frameworks. Basic practice principles and beginning practice skills are studied using a variety of classroom techniques to simulate the helping process. Students learn how to work within systems to identify client needs and to develop appropriate responses at each system level. Emphasis is placed on the community context of social work and the use of individual and environmental strengths and resources. The knowledge, skills, and values of the profession are underscored throughout the course.

SWK330: Methods of Practice II (3 Credits)

Prerequisite(s): SWK320 or permission of instructor.

Students will continue to build a knowledge base and skill level required for macro-level practice through an in-depth analysis of local organizations and surrounding communities. Additionally, this course reviews a broad range of theories of practice and demonstrates how theories serve as a foundation for understanding and practicing with individuals, families, groups, communities, and organizations. Each theory is examined in light of age, class, gender, spirituality and the extent to which it supports principles of empowerment and the values of the profession. Students will have the opportunity to partner with a local organization and support their mission by raising public awareness about pertinent social issues.

SWK340: Working with Children and Youth (3 Credits)

This course is designed for students interested in the impact of public policy on services to children and adolescents. Special attention is given to children-at-risk. A major focus of the course is on the basic core of child welfare services. Topics include family-based services for children in their own homes, including attention to the variety of family forms and special needs;

services to protect children from neglect and abuse; foster care; adoption; child care; and child advocacy. Other major influences on the status of children and youth, including the impact of schools, the courts, and other societal institutions are also examined.

SWK350: Working with Families (3 Credits)

The course is intended for students in any of the helping professions who are interested in working with families. From an ecological systems perspective, students explore the relationship between individuals, their ancestors, the environment, and other systems that mold their behavior and impact their lives. A unified and comprehensive view of the family, including policies, theories, and interventions are presented. Emphasis is placed on acquiring the necessary knowledge, skills and values to work effectively with culturally diverse families. Challenges facing families and resources that support family life are considered.

SWK360: Generalist Practice Seminar I (3 Credits)

Prerequisite(s): Junior Social Work majors only.

In this seminar, students will develop and refine their skills in each of the 10 core competencies and 35 practice behaviors that define an effective generalist social work practitioner. Emphasis is placed on agency function and policies, staff practices, populations served, and pertinent and available community resources. Students begin to see first-hand the consequences that racism, sexism, agism and economic injustices have on the client populations in the agency. Weekly seminars give students an opportunity to process experiences from their respective field placements.

SWK361: Generalist Practice Field Internship I (1.5 Credits)

Prerequisite(s): Junior Social Work majors only and concurrent enrollment in SWK360.

As the signature pedagogy of Social Work Education, student internship experiences are designed to help students to develop as a professional social worker. In this first course of the four semester internship experience, students are introduced to the community setting of social work practice by placement in a social service agency under professional supervision for an average of eight hours a week. Through observation and shadowing, students learn intake, assessment and referral processes.

SWK370: Generalist Practice and Seminar II (3 Credits)

Prerequisite(s): SWK320, SWK360, SWK361 and concurrent enrollment in SWK330 and SWK371.

In this seminar, learning focuses on the conscious use of appropriate skills and the application of theories, social work values and knowledge in the field experience. The importance of the supervisory relationship is stressed, helping students to better understand "the professional use of self" in the helping process. The weekly seminar offers support, direction and focused learning.

SWK371: Generalist Practice Field Internship II (1.5 Credits)

Prerequisite(s): SWK320, SWK360, SWK361, and concurrent enrollment in SWK330 and SWK370.

This is a continuation of the eight-hour per week field experience from the prior semester. Students continue to develop skills critical to the helping process while exploring further interagency networks. Student interns practice beginning skills, (e.g., interviewing, conducting home visits and community outreach) and carrying a caseload from three to five client systems.

SWK390: Working with Individuals and Families with Substance Related Issues (3 Credits)

This course serves as a foundation for understanding the impact of alcohol and other drugs on the individual, family, and society and its pervasiveness as a mental health, health and social welfare issue. Emphasis is on a beginning knowledge base for early identification, assessment and intervention.

SWK394: Trauma and Intervention (3 Credits)

In this course students examine the historical and current trends of assessment and intervention with children, adults and families with traumatic issues. An examination of assessment themes and models of intervention are presented and discussed. Larger systemic concepts such as the impact of societal violence are explored. Special attention is given to the role of trauma within vulnerable populations with a focus on survivors of war and combat. The role of the social worker in working with persons with traumatic histories, especially present day veterans is also addressed.

SWK395: Working with the Elderly (3 Credits)

In this course, students explore the aging process, popular myths, and differences associated with race, gender, class, and culture. The bio-psycho-social aspects of aging are examined against the backdrop of the socioeconomic and political realities that form

the context for individual experiences of aging. Emphasis is placed on countering ageism in America and on understanding the role of the gerontological social worker in service delivery to the individual and to the larger family system. Program and policy initiatives are discussed.

SWK399: Special Topics (3 Credits)

The department periodically offers courses of particular interest to Social Work majors.

SWK403: Research Methods I (3 Credits)

Prerequisite(s): Senior Social Work majors only.

This course is the first of two required courses in research methods for majors. It is designed to introduce students to a broad range of research tools available to social workers for use in improving the effectiveness of their practice. Research Methods I examines various methodological approaches and provides a framework for students to develop skills in operationalizing variables, stating hypotheses, critically analyzing existing research, formulating a professional literature review, constructing a questionnaire, and crafting a methodologically sound research proposal. In addition, students will conduct a single case study to evaluate the effectiveness of a practice intervention. During the semester, emphasis is placed on the selection and use of research techniques that are culturally appropriate, ethically sound and sensitive to individual differences.

SWK404: Research Methods II (3 Credits)

Prerequisite(s): SWK403.

Building on the skills and knowledge base acquired in the first part of this two-semester sequence, students develop skills essential to becoming more critical consumers of research while preparing to become contributors to the knowledge base of social work practice. Students design and implement a research project based on current practice experience that is relevant to the profession, potentially of service to a human service agency and of interest to the student. Emphasis is placed on the analysis and interpretation of findings, with consideration of their implications for social work practice, policy, and research. Students use the statistical package SPSS to analyze quantitative data, employing descriptive and inferential (parametric and non-parametric) statistics to assist in evaluating program outcomes and practice effectiveness.

SWK410: International Social Work (3 Credits)

Prerequisite(s): Senior Social Work majors and others interested in the international arena.

Through a comprehensive, cross-national comparison of responses to major social welfare issues, students deepen their awareness of the interrelated nature of societal values and social policies. Issues of global poverty, oppression, hunger, human trafficking, food deserts, abuse of women, homophobia and racism are examined, with emphasis on the social worker's role in promoting human rights, social justice, and sustainable development for all persons. Venues of community development worldwide are explored, with consideration of how each works to address the needs of marginalized persons, while promoting intergenerational equity and affirmative action for disenfranchised populations. The interface of the international and domestic is examined in light of generalist practice.

Theme: Building Global Awareness

SWK421: Senior Field Seminar I (3 Credits)

Prerequisite(s): SWK370 and SWK371.

This seminar is designed to support the learning process for students engaged in their senior field internship. Students are active participants in discussions related to generalist practice, making the seminar an integral part of the internship experience. Ample opportunity is given for students to process their own learning and to understand the challenges presented to the social work intern. Contemporary literature is used to inform and to support best practice. Client needs are discussed in the context of diversity, culture, policy and social work values. The application of interventions across varying populations is examined.

SWK422: Senior Field Internship I (3 Credits)

Prerequisite(s): SWK370 and SWK371.

The senior internship is a 16-hour per week experience in an approved practice setting that builds on the experience gained in the junior year. Students are engaged in professionally supervised learning experiences that are carefully selected based on their interests and learning objectives. Students use their knowledge of a variety of theories, skills and social work principles to explore practice domains and to strengthen their practice with clients.

SWK451: Senior Field Seminar II (3 Credits)

Prerequisite(s): SWK421.

This seminar is a continuation of SWK421, highlighting the professional development of the student. Students are challenged to apply their knowledge and skills differentially. Students expand their knowledge of the Code of Ethics and apply that knowledge to the situations and cases presented through their respective field placements. Students develop an in-depth understanding of the populations and of the services provided throughout the state. Through extensive journaling and processing, students engage in critical thinking and self-reflection.

SWK452: Senior Field Internship II (3 Credits)

Prerequisite(s): SWK421 and SWK422.

Students continue their 16-hour per week supervised internship from the first semester. The internship builds on prior learning and provides interns with the necessary experience to begin as a generalist practitioner upon graduation. Students in practice settings that work primarily with individuals and families follow clients through each phase of the helping process. Students in macro settings engage in community organizing, policy analysis, tracking legislation and testifying on pertinent issues.

SWK470: Integrative Seminar Capstone (3 Credits)

Prerequisite(s): SWK421 and SWK422.

The purpose of this capstone course is to help students integrate past learning, both from social work courses and the liberal arts and sciences, into a generalist practice framework. The interrelated nature of policy, practice and research is emphasized. As part of the process, students are required to demonstrate an understanding of generalist practice through the completion of a comprehensive and integrated group project that includes a multilevel practice solution to a hypothetical situation. Students' transition to professional practice is the focus of the course. Students are required to submit an integrated, competency-based (10 core competencies) portfolio documenting personal achievement of policy, practice, human behavior, and research as well as the liberal arts and sciences that permeated their undergraduate education.

SWK499: Independent Study (3 Credits)

Prerequisite(s): Written proposal approved by department chair.

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

Sociology and Anthropology

SOA110: The Sociological Imagination (3 Credits)

Fulfills Core Requirement in Social Sciences

This introductory course presents the student with a critical analysis of the basic sociological perspectives, common concepts, prevalent theories, and widely used research methodologies. Using a number of sociological theories, a variety of pressing national and global social issues are critically analyzed. *Every semester.*

Theme: Defining the American Experience

SOA130: Anthropology: Interpreting Cultural Differences (3 Credits)

Fulfills Core Requirement in Social Sciences

Anthropology is a holistic approach to the study of peoples across time and space with an emphasis on cultural diversity. Students will be introduced to four sub-fields within anthropology, specifically, physical anthropology, linguistics, cultural anthropology, and archeology. Students will explore diverse topics ranging from the origin and timing of human evolution, to the effects of globalizing popular culture in non-western societies. *Every semester.*

Theme: Building Global Awareness

SOA190: Introduction to Archeology (3 Credits)

Fulfills Core Requirement in Social Sciences

Archaeology is a sub-discipline of anthropology that utilizes the material remains of everyday life to explore the past. While Archaeologists engage with many of the same issues as cultural anthropologists (e.g., social inequality, identity, colonialism), they must approach these issues from alternative perspectives using different research methods. In this course, students will consider how archaeologists formulate research questions, find and excavate archaeological sites, analyze artifacts and interpret data in order to form understandings about life in the past. *Fall semesters, odd-numbered years.*

Cross-listed with CHP190: Introduction to Archaeology and AST190: Introduction to Archaeology.
Theme: Building Global Awareness

SOA200: The Social Fabric: Language in Society (3 Credits)

Fulfills Core Requirement in Social Sciences

In this course we will delve into issues in language and culture from a linguistic perspective. We will explore the complex intersections of language, culture, race, ethnicity, and gender through social interactions and their dynamics. We will learn about and discuss the tools and techniques that inform inquiry in these frameworks in order to better understand issues of language and inequality, language and power, language ideology, and the construction of social relationships. We will also consider language change, including language shift, pidgins, creoles, and language endangerment. *Fall semesters, odd-numbered years.*

Theme: Building Global Awareness

SOA211: Race and Ethnic Relations (3 Credits)

Fulfills Core Requirement in Social Sciences

This course is an introduction to the sociological study how majority and minority groups based on race, ethnicity and nationality emerge, interact, and are influenced by institutions such as economy, politics, media, education, health care, and the criminal justice system. Race relations transcend national boundaries, and immigration and migration flows are a major dynamic historically and in the contemporary social landscape.

Theme: Building Global Awareness

SOA214: Intimate, Marital and Family Relationships (3 Credits)

Fulfills core requirement for Social Sciences

In this course we examine intimate, marital, and family patterns in the United States with a focus on the social institutions and structures that shape them. Cultural constructions of "family" and its social organization have changed significantly over the course of U.S. history. In order to understand these changes, we will examine a range of topics including the history of the nuclear family, egalitarian marriages, gay and lesbian relationships, single parenting, stepfamilies, and adoption.

Theme: Defining the American Experience

SOA217: Myth, Ritual, and Religion (3 Credits)

Fulfills Core Requirement in Social Sciences

This course will explore the role religion and the supernatural play in societies and in the lived experience of people. Particular focus will be placed on the use of myth, rituals, and rites of passage in varying cross-cultural contexts and the investigation of the origins and functions of religion. We will also explore the connections between religion and social change, with a focus on contemporary issues such as the rise of Christian and Islamic fundamentalism.

Theme: Building Global Awareness

SOA218: Exploring North American Indian Societies (3 Credits)

Fulfills Core Requirement in Social Sciences

This course provides an introduction to North American Indian societies. The class takes an anthropological approach that explores diversity in the cultural practices and material culture of Native American groups across the continent. Course topics will include adaptation to the environment, belief systems, gender roles, architecture and European colonialism. Students in the course will also engage with modern issues facing Native American communities such as heritage preservation and environmental, economic and social justice. *Spring semesters, even numbered years. Cross-listed with CHP218: Exploring North American Indian Societies.*

Theme: Defining the American Experience

SOA219: Popular Culture (3 Credits)

Fulfills Core Requirement in Social Sciences

Popular culture represents the form of creative expression we use in everyday life. This course will present basic theories and approaches to the scholarly study of popular culture, focusing on the ways in which popular culture reflects the values of our society. The effect of various mass media (TV, film, recording industry, print, radio) on modern American culture and the movement of popular culture around the world will also be explored.

Theme: Defining the American Experience

SOA230: Gender and Sexuality: Cross-cultural Perspectives (3 Credits)

Fulfills Core Requirement in Social Sciences

This course is designed to investigate how sexuality in various parts of the world intersects with economics, politics, and social conditions. We will ask such questions as: Is sexuality culturally constructed or biologically determined? How do notions of the erotic differ within and between cultures? Do young people 'come of age' the same way all over the world? What is the relationship between sexuality and practices? What are the conditions under which the state might control or restrict sexual practices? How do anthropologists research human sexuality?

Theme: Building Global Awareness

SOA249: Global Health: Society, Medicine, and the Body (3 Credits)

Fulfills Core Requirement in Social Sciences

Society, Medicine, and the Body is designed to explore and analyze the social contexts of health, illness, and the body. In this course, we will investigate how anthropologists and sociologists approach health and disease from a bio-cultural understanding. For instance, how do socio-cultural systems shape perceptions of the body, disease patterns and notions of healing? How do healing systems vary across cultures? How are infectious diseases shaped by political and economic factors? Analysis of how Western medical sciences influence our understanding of the body will also be studied. *Every semester.*

Theme: Building Global Awareness

SOA260: The Anthropology of Human Rights (3 Credits)

Fulfills Core Requirement in Social Sciences

The anthropological study of human rights is an appropriate course to offer in an increasingly globalized world. Given Salve Regina's mission to seek universal justice it is imperative to help our students understand that building a discourse on universal human rights is an initiative that requires multiple perspectives. This course will help students appreciate the tensions that arise between respecting cultural differences and norms and working toward an international human rights movement.

Theme: Building Global Awareness

SOA311: Social Theory (3 Credits)

Prerequisite(s): SOA110 or SOA130 and junior/senior standing

This course presents the student with an introduction to the nature of sociological theory and the major theoretical developments that have shaped the fields of sociology and anthropology. Emphasis is placed upon major theorists, their biographies, and the intellectual traditions which influenced their development, as well as each theorist's contribution to the field. Particular attention is given to the pertinence of theory and to the understanding of social systems, culture and change in the contemporary world.

SOA317: Deviant Behavior (3 Credits)

Prerequisite(s): Sophomore or higher standing

Fulfills Core Requirement in Social Sciences

Through selected readings and from a number of theoretical perspectives students explore the ways in which society defines deviance and the deviant, the roles that individuals and groups play in the labeling of "deviant" behavior, and the means that society uses to control and eliminate such behavior.

Theme: Defining the American Experience

SOA320: "Sex" at "Work" (3 Credits)

Fulfills Core Requirement in Social Sciences

Most of us spend an inordinate amount of time in organizations as workers, clients, citizens and consumers. The ways in which gender relations shape organizations and their actors - and how organizations shape gender - are significant areas of inquiry in the social sciences. In this course, we will link classic organizational literature to current articulations, including fiction and film, to analyze the intersections of gender and sexuality with race, class, disability and occupational status in organizational contexts and how these relations shape other areas of our lives.

SOA335: Global Capital (3 Credits)

Prerequisite(s): Sophomore or higher standing

Fulfills Core Requirement in Social Sciences

Cultures worldwide participate in and are affected by the new global cultural economy. In this class we will explore the effects of

flows of people, technology, finance, and information on local cultures around the world with an emphasis on struggles for justice. We will cover a range of issues including the changing economies of the Global South, the rise of ethnic conflicts and nationalism, the effects of mass media, and global environmentalism. Understanding the logic of the modern capitalist world system will be central to our analysis of these issues.

Theme: Building Global Awareness

SOA350: Food Matters (3 Credits)

Fulfills Core Requirement in Social Sciences

Human cultures, social institutions, individuals' lives and the natural environment are all interrelated in the production, distribution, preparation and sharing of food. Over time food has also become defined as a commodity rather than an individual right, ensuring that some segments of our global community encounter food insecurity sporadically or as a chronic condition of their lives. In this course, we explore "food matters" through a sociological lens, focusing on both the significance of food and the environmental and social consequences of contemporary food-related policies and practices.

Theme: Building Global Awareness

SOA390: Field School in Historical Archaeology (3-6 Credits)

Fulfills Core Requirement in Social Sciences

A summer program which offers a five-week field school in archaeology. Students participate in all aspects of the archaeological process, beginning with developing a research design, continuing with excavation and documentation, and concluding with cataloguing and analysis of artifacts. *Summer Session I. Cross-listed with CHP390.*

What is Western Heritage?-Ancient and Modern

SOA399: Special Topics (3 Credits)

These courses provide opportunities for introduction of specialized, in-depth study of specific subject areas in Sociology and Anthropology.

SOA420: Gender Violence (3 Credits)

Fulfills Core Requirement in Social Sciences

In this course, we explore the complex interrelationships among gender, sexuality and violence. Building on historical and theoretical understandings of the cultural and social-structural foundations of gender violence, we will study topics such as sexual harassment, rape, intimate partner violence, and the use of gender violence in war. Current and potential responses to gender violence in communities, organizations and public policy will be studied both in the literature and in our local community.

SOA491: Internship (3 Credits)

This course allows students to apply their skills and knowledge outside the classroom while gaining practice work experience at an approved agency.

SOA499: Independent Study (1-3 Credits)

Course work arranged for majors to pursue avenues of learning outside the existing offerings of the department.

Special Education

SED099: Learning Unlimited (0-1 Credits)

This elective course provides the opportunity to work with adults with developmental delays. Trainings is provided prior to working with these adults. Assistance in the planning and implementation of the experiences is provided throughout the course.

SED211: Introduction to the Characteristics of Students with Exceptionalities (3 Credits)

Prerequisite(s): Field experience is required; sophomore or higher standing

This course introduces exceptionalities in early childhood through high school settings. The impact of the exceptionality on how individuals learn is discussed in relation to learning styles, teaching styles, and service delivery models. The field of Special Education is reviewed including an historical perspective, laws, legislation, identification, instructional strategies, and family issues.

Theme: Defining the American Experience

SED225: Language Development and Communication Problems of Children (3 Credits)

Prerequisite(s): Field experience is required; sophomore or higher standing

Students in this course are introduced to the basic principles of the acquisition of language, and the impact of disabilities on such acquisition. Strategies for working with children with disabilities whose language and communication are impacted are presented. The use of technology to enhance communication is reviewed. Intercultural practices are considered, and aspects of second language acquisition are introduced.

SED232: Principles and Procedures for Behavior and Classroom Management (3 Credits)

Prerequisite(s): Field experience is required. Sophomore or higher standing; and Education, Education/Special Education or Early Childhood majors; (see Assessment Handbook.)

This course addresses the social/emotional and behavioral aspects of teaching and learning. Strategies for organizing and managing the classroom, teaching positive behavior and responding to students' behavioral needs are explored. Positive Behavior Supports and Functional Behavioral Assessments are presented.

SED305: Intensive Intervention: Curriculum, Methodology, and Assessment for Students with Mild/Moderate Disabilities (3 Credits)

Prerequisite(s): Acceptance into the Education Department and successful completion of Praxis II #5001, Multiple Subjects Test

This course integrates special education theory with special education practice that takes place in an inclusive classroom in an urban school district. Special education high-leverage practices (HLP) with an emphasis on math interventions and technology are presented. The components of a legally accurate IEP are studied. The field experience provides focused learning opportunities to manage transitions in small and whole group, engage in data collection using informal assessments to improve instructional decision making, and use technologies, culturally responsive teaching and UDL to deliver interventions.

SED310: Special Education in the Inclusive Classroom: Curriculum, Methodology, and Assessment for Students with Mild/Moderate Disabilities II (3 Credits)

Prerequisite(s): Acceptance into the Education Department and successful completion of Praxis II #5001, Multiple Subjects Test

This course integrates special education theory with special education practice that takes place in an intensive resource setting grades 1-6 of an urban school district. Research based high-leverage practices (HLP) including explicit instruction and strategies for working with children with social/emotional and behavioral challenges are emphasized. Reading, spelling and writing interventions are presented. The field provides learning opportunities to study and implement individualized education plans. Close supervision and feedback are given to teacher candidates as they practice the Special Education HPLs of explicit instruction and social/emotional/behavioral practices and culturally responsive teaching.

SED331: Assessment Procedures for Children with Disabilities (3 Credits)

Prerequisite(s): Acceptance into the Education Department and successful completion of Praxis II #5001, Multiple Subjects Test

This course emphasizes principles and procedures of developmental and educational assessment of students in grades 1-6 (mild/moderate disabilities). The development, selection, administration, and interpretation of formal and informal assessment devices are reviewed in relation to legal and instructional decisions. Response to intervention is examined.

SED350: Collaboration: Home, School, and Community (3 Credits)

Prerequisite(s): Acceptance into the Education Department or Special Education minor (see Assessment Handbook)

This course focuses on effective communication skills built on mutual understanding and respect amongst school personnel, families, and community agency personnel. Cross-cultural communication is studied and partnering with families with children with mild/moderate disabilities is emphasized. Community resources are also explored and opportunities are provided for engaging families at elementary schools, community events and parent organization meetings.

SED370: Working with Young Children with Language and Literacy Challenges (3 Credits)

Prerequisite(s): Acceptance into the Education Department or Special Education minor (see Assessment Handbook)

This course explores the nature of the challenges young children may encounter in literacy. Assessment and research-based literacy instruction will be examined. Issues related to teaching in diverse classrooms will be a major focus.

SED380: Strategies for Young Children with Diverse Learning Needs (3 Credits)

Prerequisite(s): Acceptance into the Education Department or Special Education minor (see Assessment Handbook)

This course explores varied strategies for working in inclusive classrooms with young children with diverse learning needs. Modifications and accommodations will be examined. Interventions and progress monitoring routines (executive functions) will be explored. Autism spectrum disorders, as well as varied disabilities, will be studied.

SED397: American Sign Language I (3 Credits)

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

Theme: Building Global Awareness

SED398: American Sign Language II (3 Credits)

Prerequisite(s): SED397

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

Theme: Building Global Awareness

SED399: Special Topics (1-3 Credits)

Prerequisite(s): Permission of the Chair is necessary to take this course.

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

SED411: Student Teaching in Special Education (12 Credits)

Prerequisite(s): Acceptance into the Education Department and successful completion of all Rhode Island Department of Education certification testing requirements.

Student Teaching is a full-time assignment under the supervision of a cooperating teacher and a university supervisor. Opportunities are provided for substantial responsibility for the full range of special education services. During this time the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as individualized conferences with the clinical educator and university clinical educator. Teacher education candidates will provide evidence of impact on student learning through a data driven instruction project. Also, candidates will develop a student driven service learning project. Both this course and Special Education Student Teaching (SED 432) serve as the capstone experience for all education majors. Through writings, discussion, and a formal Impact Study on their students' learning, candidates will reflect on the impact of the Salve Regina Mission Statement on their work as educators. As part of the curriculum, students will complete work that addresses the student learning outcomes articulated for the third Core Goal: Refine the Liberal Arts Skills of Inquiry, Analysis and Communication.

SED432: Student Teaching Seminar Capstone (1 Credit)

Prerequisite(s): Senior standing in the Special Education program (see Assessment Handbook)

Co-requisite(s): SED411

This workshop is taken concurrently with special education student teaching. It will provide materials and mentoring to supplement the student teaching experience. It will also help teacher education candidates prepare the portfolio necessary to be recommended to the State of Rhode Island for initial licensure. Weekly discussions will focus on current topics and needs in the special education setting. Feedback for growth in providing instruction for student learning will be a strand throughout the seminar. Student Teaching (SED411) serve as the capstone experience for all education majors. Through writings, discussion, and a formal Impact Study on their students' learning, candidates will reflect on the impact of the Salve Regina Mission Statement on their work as educators. As part of the curriculum, students will complete work that addresses the student learning outcomes articulated for the third Core Goal: Refine the Liberal Arts Skills of Inquiry, Analysis and Communication.

SED499: Independent Study (1-3 Credits)

Prerequisite or co-requisite: Permission of the Chair is necessary to take this course

This course is intended to permit individual students to examine in depth a subject area related to Special Education that is not offered in the regular curriculum.

Statistics

STA173: Statistical Methods (3 Credits)

This course will address a broad spectrum of fundamental statistics concepts. The topics include exploratory data analysis, basic probability distributions, sampling distributions, interval estimations, hypothesis testing, and significance testing (P-Values) with single, paired and two-sample problems.

STA341: Statistical Theory I (3 Credits)

Prerequisite(s): MTH203 or concurrent enrollment, or equivalent

This course provides a calculus-based treatment of probability, which forms the foundation of statistics. Students study probability theory, combinatorics, random variables, discrete and continuous distribution theory, expected values, moment-generating functions, multivariate distributions, functions of random variables, and conditional and marginal probability distributions, and the Central Limit Theorem.

STA342: Statistical Theory II (3 Credits)

Prerequisite(s): STA341

This course builds on the calculus-based treatment of probability provided in STA341 to introduce concepts in statistics. Students study Chebyshev's Inequality and convergence in probability, descriptive statistics, exploratory data analysis, order statistics, least-squares regression; estimation including maximum likelihood, method of moments, unbiased, consistent, minimum variance estimators; confidence intervals, tests of hypotheses, significance testing with p-values, and goodness-of-fit tests. Other topics, as time permits.

Theatre Arts

THE004: New York Theatre (1 Credit)

Fulfills Core Requirement for Visual and Performing Arts

Students will read contemporary Broadway and Off-Broadway scripts. Productions will be discussed through videos, visiting lectures and field trips. Course is repeatable.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

THE101: Introduction to Theatre Arts (3 Credits)

Fulfills Core Requirement in Visual and Performing Arts

This course offers students an overview of how theatre is created in contemporary America. Explanation of how each of the elements of theatre - acting, directing, playwriting, design - fit together to make a theatrical production. Videos, visiting lectures and field trips.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

THE102: Beginning Acting (3 Credits)

Fulfills Core Requirement in Visual and Performing Arts

A foundation course in acting technique focusing on the Stanislavsky's system includes physical, vocal and emotional approaches to the actor's craft. No prior acting experience is required. Enrollment limited to 20 students.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

THE110: Movement I (1 Credit)

This course is for students with little to no dance experience. Students will begin to learn the basic concepts of bodily coordination and counting in-time through explorations of movements of ballet and jazz forms in a nurturing and engaging environment. Through the use of games and a traditional dance class setting, students will be introduced to the vocabulary and movement of dance at the beginning level.

THE111: Movement II (1-3 Credits)

This class is for students with little or no dance experience. Students will begin to learn the basic concepts of bodily coordination and counting in-time through explorations of movements of ballet and jazz forms in a nurturing and engaging environment.

Through the use of games and a traditional dance class setting, students will be introduced to the vocabulary and movement of dance at the beginning level.

THE135: Stagecraft (3 Credits)

Fulfills Core Requirement for Visual and Performing Arts

This is a practical foundation course in stage technology, lighting sound and scenery. The course is designed as a studio course in which students work on individual projects and as crew for the semester's scheduled productions

Theme: Engaging Creative, Aesthetic and Spiritual Experience

THE201: Voice and Diction (3 Credits)

Breathing, projection, enunciation, resonance and phonetics are studied with the goal of freeing the voice so it may serve as a direct expression of thought and feeling and to develop clear and articulate Standard American Speech and beginning dialect work.

THE202: Intermediate Acting (3 Credits)

Prerequisite(s): THE102 or permission of the instructor

This course focuses on script analysis, character development and performance of monologues and scenes from the late 19th and 10th century theatrical canon. Extensive rehearsal time outside of class is required. Enrollment limited to 16 students.

THE211: Theatre History I (3 Credits)

Fulfills Core Curriculum in Visual and Performing Arts

The course surveys the theatre from its classical beginning to the Restoration era emphasizing the development of the physical theatre and dramatic forms.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

THE212: Theatre History II (3 Credits)

This course surveys the theatre from the 18th century to the present emphasizing the development of the American theatre scene.

THE231: Makeup for Stage and Film (3 Credits)

This course introduces the student to the basic concepts of makeup as an illusionary technique in the performing arts. A combination of character study, painting, lighting, and three-dimensional form as it applies to facial anatomy will be emphasized. An historical perspective of makeup styles and fashions will also be studied. Students will be required to work as makeup crew on the semester's scheduled productions. Enrollment limited to 12 students.

Lab hours required, plus lab fee.

THE240: Playwriting (3 Credits)

Students create weekly 10-minute plays through in-class exercises. Work is read aloud and developed in longer scripts over the semester. The course culminates in an open reading of student plays.

THE241: Script Analysis (3 Credits)

Students will learn how to evaluate a script as preparation for production as actors, directors and designers. Selected plays from classical to contemporary will be studied as well as new work.

THE245: Concepts of Design (1 Credit)

This course studies academic and applied concepts of art with respect to the basic principles of art as they apply to design. Emphasis on the application of the fundamental principles of artistic design including form, line, contrast and color in a two dimensional medium.

THE261: Public Speaking: Theory and Practice (3 Credits)

Fulfills Core Requirement in Visual and Performing Arts

Using the connection between writing and speaking, this course provides an introduction to informative and persuasive speech. Basic vocal training is covered. Students research, create and organize presentations using multi-media. This is a course for non-majors.

Theme: Engaging Creative, Aesthetic and Spiritual Experience

THE265: Stage Combat (3 Credits)

This course will cover the fundamental techniques of stage combat including hand-to-hand, single blade, rapier-dagger, broadsword and found-object weapons. Historical context and the history of personal combat will be covered. In addition, slapstick comedy, basic tumbling and elementary juggling will be introduced. Special attention will be paid to the unique acting and directing problems presented by stage combat.

THE301: Scene Study: Classical Theatre (3 Credits)

Prerequisite(s): THE102 and THE202 or permission of the instructor

This course focuses on intensive script analysis and performance of scenes and soliloquies from plays that demand a heightened performance style. The focus will be on the major plays of the Greek, Medieval, Renaissance and Shakespearean periods, together with readings in acting theory. Extensive rehearsal time outside of class is required. Videos, visiting lectures and field trips. Enrollment limited to 16 students.

THE302: Advanced Acting (3 Credits)

Prerequisite(s): THE202 or permission of the instructor

This course focuses on advanced script and character analysis and performance of monologues and scenes from the 20th century theatrical canon. Extensive rehearsal time outside of class is required. Enrollment limited to 16 students.

THE310: Design Skills (3 Credits)

This course introduces the student to the techniques used by stage designers during the design process. Emphasis on drafting, drawing and rendering techniques as they apply to the design process.

THE311: Introduction to Scenic Design (3 Credits)

This course stresses the function of the visual aspects of design for the stage with emphasis on the roles of scene and lighting as they relate to the script and the production as a whole. Emphasis on process and communication techniques used by the designer to communicate with other artists and the audience through visual imagery. Videos, visiting lectures and field trips.

THE312: The Collaborative Experience (3 Credits)

This course focuses on the collaborative relationship between actor, director, playwright and designers. Students discover how creating new work together results in exciting theatrical events.

THE318: Stage Management (3 Credits)

Students will learn the craft of theatrical stage management including Actor's Equity standards. Crew work on department productions is required. Course is repeatable.

THE320: Acting in Film and Television (1 Credit)

This course is a practical exploration of the basic elements of the film actor's craft using existing film and TV scripts. Exercises are filmed and critiqued regularly so that students learn how this medium requires skills that are both similar and different to stage acting.

THE334: The History and Use of Costume on the Stage (3 Credits)

The theoretical and practical aspects of costuming for the theatre are covered through a lecture-laboratory format. How costume affects the movement and character of the actor is explored as is the history of fashion and theatrical costuming. Students will be required to work as costume crew on the semester's scheduled productions. Enrollment limited to 16 students.

THE343: Theatre for Children and Youth (3 Credits)

Prerequisite(s): THE102 or permission of the instructor

Students in this course will create a theatre piece and perform it for young audiences. The history and theory of children's theatre will also be studied. Videos, visiting lectures and field trips. Enrollment limited to 16 students.

THE344: Oral Interpretation (3 Credits)

Students practice selecting, adapting and arranging a variety of written materials for group and individual performances. Basic vocal training is covered. This is a course for non-majors.

THE360: Production I (1-3 Credits)

By audition or permission of the instructor only

Extended work as an actor, designer or stage manager in relation to productions presented by the Department of Theatre Arts. Extensive time outside of class is required for rehearsals, tech and performances. *Course is repeatable.*

THE361: Production II (1-3 Credits)

By audition or permission of the instructor only

Extended work as an actor, designer or stage manager in relation to productions presented by the Department of Theatre Arts. Extensive time outside of class is required for rehearsals, tech and performances. *Course is repeatable.*

THE371: Improvisation (1 Credit)

Development of fundamental acting skills using the work of Spolin, Johnstone, Del Close and others will be used as a springboard to practice improvisational comedy technique in both short and long form. Students will have performance opportunities during the semester.

Extensive rehearsal time outside of class is required. Course is repeatable.

THE384: Dramatic Theory and Criticism (3 Credits)

Prerequisite(s): THE212 and THE241 (may be taken concurrently) or permission of the instructor

This course uses major writings in dramatic criticism to address how a production's concept reflects the historical, social and aesthetic background of the play. Theories of dramatic art and performance will also be studied. Videos, visiting lectures and field trips.

THE399: Dance Theatre (1-3 Credits)

Special topics include but are not limited to Playwriting, Creating Devised Theatre, Theatre for Social Justice, Drama, Service Learning Practicum.

THE402: Performance in Musical Theatre (1-3 Credits)

By audition or permission of the instructor only

The performance skills of acting, voice and dance will be integrated and displayed by the student in the departmental musical production. Extensive time outside of class is required for rehearsals, tech and performances. *Course is repeatable.*

THE430: The Business of Acting (1 Credit)

The career of a professional actor is discussed including auditioning, photos and resumes. Students prepare audition monologues. Designer portfolios are also discussed. Videos, visiting lectures and field trips.

THE461: Directing Theory and Action (3 Credits)

Prerequisite(s): THE102, THE241 and THE335 or permission of the instructor

experience directing scripted scenes and short plays. Students create a director's notebook and present their final project to an audience. Extensive time outside of class is required for rehearsals, tech and performance. Enrollment limited to 8 students.

THE485: Thesis Preparation (3 Credits)

Prerequisite(s): Senior status only

Students will choose a theme, research it and compile material to create a showcase for their area of expertise.

Fall Semester.

THE490: Senior Thesis (3 Credits)

Senior Theatre majors participate in all areas of theatre production including acting, directing, playwriting and design. Students use found texts and journaling techniques to create a work-in-progress. The material is compiled, collaged and adapted to create a unique project that will be shown to the public.

Course is repeatable.

THE491: Observership (3 Credits)

Prerequisite(s): Completion of five courses in theatre, recommendation of the supervising faculty member, permission of the participating organization

At least 100 hours are spent with a company or theatre in the United States where students attend rehearsals, observe professionals at work and work in the area of their focus. The course requires submission of a detailed journal and a major paper. Residencies must be approved by the head of the Theatre Arts program.

THE499: Independent Study in Theatre (1-3 Credits)

Course work arranged for majors to pursue avenues of learning outside the existing offerings of the department.

Women, Gender and Sexuality Studies

WGS200: Theory and Practice in Women, Gender, and Sexuality Studies (3 Credits)

Study of pioneering texts in feminist and queer theories provides students with a framework within which to understand developments, issues, and debates in the fields of Women, Gender, and Sexuality Studies in this seminar style course. Students learn to combine theory and practice in this class by developing, organizing, and realizing a service learning project during the course of the semester. Personal engagement with the course material encourages students to explore their own locations in relation to ideas about diversity and to contemplate their own future roles and responsibilities towards social justice.

BOARD OF TRUSTEES

Kelli J. Armstrong, President
Newport, RI

Dennis L. Algiere
Westerly, RI

David G. Barzarsky
Middletown, RI

Lily H. Bentas
Westborough, MA

Norman R. Beretta
Lincoln, RI

Timothy P. Burns
Portsmouth, RI

Nancy C. Cardoza
Newport, RI

Christopher L. Carney
South Easton, MA

John J. Coneys
Longboat Key, FL

Peter Crowley
Newport, RI

Mary Ann Dillon, RSM
Havertown, PA

Christine Kavanagh, RSM
Providence, RI

Jacqueline Marie Kieslich, RSM
So. Burlington, VT

Marie J. Langlois
Providence, RI

Gerald E. Lavallee
Wakefield, RI

Gloria L. Lincourt,
Trustee Emerita
East Greenwich, RI

David T. Locke
Warwick, RI

William F. Lucey III
Middletown, RI

Elliot E. Maxwell
Bethesda, MD

Bernard F. McKay
Celebration, FL

Michael E. McMahon
Saunderstown, RI

Ms. Sarah Rodgers McNeill
Newport, RI

Susan Mooradian
Arlington, VA

Robert P. Moran, Jr.
Chester Springs, PA

Cheryl Mrozowski
Newport, RI

Marypatricia Murphy, RSM
Providence, RI

David W. Nelson
Fort Lee, NJ

Paul A. Perrault
Boston, MA

Mr. Thomas Rodgers, IV
Skaneateles, NY

Helen Dorflinger Ryan
Hilton Head Island, SC

Denice M. Spero
Newport, RI

Michael A. Staff
Oradell, NJ

John A. Sullivan
Pleasantville, NY

Julia Upton, RSM
Syosset, NY

Kathleen B. Walgreen
Lake Forest, IL

ADMINISTRATION

Kelli J. Armstrong, Ph.D.

President

Nancy G. Schreiber, Ph.D.

Provost/Vice President for Academic Affairs

William B. Hall, M.B.A., C.P.A.

Vice President for Administration/CFO

Theresa Ladrigan-Whelpley, Ph.D.

Vice President for Mission Integration

J. Malcolm Smith, M.Ed.

Vice President for Student Affairs/Dean of Students

James Fowler, M.A.

Vice President for Enrollment Management

Michael Semenza, B.S.

Vice President for University Relations and Advancement

Jim Ludes, Ph.D.

Vice-President for Public Research and Initiatives

*Executive Director, Pell Center for International Relations
and Public Policy*

Donna M. Cook, Ed.D.

Associate Provost

Colleen Emerson, M.B.A.

Dean of Undergraduate Admissions

Steve Rodenborn, Ph.D.

Dean of Undergraduate Studies

Alissa Bertram, M.P.A.

University Registrar

Philip E. Robakiewicz, Ph.D.

*Assistant Vice President for Student Affairs/
Director for the Center for Student Development*

Sami Nassim, Ed.D.

*Assistant Vice President for Student Success
Director of Multicultural Programs*

M. Therese Antone, RSM, Ed.D.

Chancellor

FULL TIME FACULTY

Nadia Abgrab-Noormohamed

B.S., University of Massachusetts
M.B.A., Providence College
D.B.A., Alliant International University
Associate Professor/Business and Economics/Marketing

Esther Alarcón-Arana

Superior Degree, University of Seville
M.A., M.A., Ph.D., University of Pennsylvania
Assistant Professor/Modern Languages

Camille A. Allen

B.A., University of Rhode Island
M.Ed., C.A.G.S., Rhode Island College
Ph.D., University of Connecticut
Professor Emerita/Education

M. Therese Antone, RSM

B.A., Salve Regina University
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

Heather Axen

B.A., Cornell College
Ph.D., University of Vermont
Assistant Professor/Biology and Biomedical Sciences

Norma M. Bailey

B.A., Mary Washington College
M.A., Catholic University of America
Ph.D., University of Wisconsin
Professor/English, Communications and Media

Oyenike Balogun-Mwangi

B.A., United States International University-Africa
M.S., Springfield College
M.Ed., Ph.D., Northeastern University
Assistant Professor/Psychology

Belinda Barbagallo

B.S., Worcester Polytechnic Institute
Ph.D., University of Massachusetts Medical School
Assistant Professor/Biology and Biomedical Sciences

Jane Harrington Bethune

B.A., Salve Regina University
M.A., Ph.D., Tulane University
Professor Emerita/Modern Languages

Elizabeth Bloom

B.S.N., M.S.N., Ph.D., University of Rhode Island
Assistant Professor/Nursing

Jennifer K. Bonoff

B.A., Yale University
M.S., Northeastern University
Instructor/Business and Economics/Marketing

Jennifer Booth

B.A., M.A., Salve Regina University
Ed.D., Johnson and Wales University
Lecturer/Education

Luigi Bradizza

B.Sc., University of Toronto
M.A., Boston College
Ph.D., University of Dallas
Associate Professor/Political Science

Michael T. Brady

B.A., University of Rhode Island
B.S., Roger Williams University
J.D., New England School of Law
Associate Professor/Administration of Justice

Traci B. Brady

B.S., M.S., Johnson and Wales University
D.B.A., University of Sarasota
Professor/Business and Economics/Marketing

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

Emily Colbert Cairns

B.A., Hamilton College
M.A., Ph.D., University of California, Irvine
Associate Professor/Modern Languages

Jamie Carlone

B.S., M.S., University of Rhode Island
Lecturer/Business and Economics/Accounting

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, Global Studies

Joan Chapdelaine

B.S. M.S., Salve Regina University
M.S., Boston University
Ph.D., Walden University
Professor Emerita/Healthcare Administration

Debra Cherubini

B.S., Salve Regina University
M.S.N., University of Rhode Island
Ph.D., Capella University
Assistant Professor/Nursing

Michael Chou

B.A., Wesleyan University, Connecticut
M.A., University of Arizona
Ph.D., University of Connecticut, Storrs
Assistant Professor/Mathematical Sciences

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, 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

Linda M. Crawford

B.A., Western Michigan University
M.A., Ph.D., University of Wisconsin, Madison
Professor/Modern Languages

Debra Curtis

B.A., Keene State College
M.P.H. San Jose State University
Ph.D., Rutgers University
Associate Professor/Sociology/Anthropology/Cultural, Environmental, 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

David DeJesus

B.S., M.S., M.B.A., University of Rhode Island
Lecturer/Healthcare Administration

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

Judith Drew

B.A., M.A., Rhode Island College
Ph.D. The Ohio State University
Assistant Professor/Rehabilitation Counseling

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

Lois M. Eveleth

B.A., Salve Regina University
M.A., Loyola University
M.A., Providence College
Ph.D., Walden University
Professor/Philosophy

Elizabeth Fitzgibbon

B.A., M.S. Long Island University
Ph.D., Boston University
Associate Professor/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/Psychology

Kaitlin Gabriele-Black

B.A. Houghton College
M.A. Boston College
M.A. Ph.D. Clark University
Assistant Professor/Psychology

Symeon A. Giannakos

B.A., Plymouth State
M.A., Ph.D., University of Virginia
Professor/Political Science/International Relations

Sally Goma

B.A., Alexandria University
M.A., University of Massachusetts, Dartmouth
Ph.D., University of Rhode Island
*Associate Professor/Communications and Media/
Cultural, Environmental, Global Studies*

Jodie Goodnough

B.A. Montclair State University
M.F.A., School of the Museum of Fine Arts, Boston and
Tufts University
Assistant 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

John J. Greeley

B.A., Catholic University of America
M.A., Manhattan College
S.T.L., S.T.D., Catholic University of America
Professor Emeritus/Religious and Theological Studies

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

Donna Harrington-Lueker

B.A., Merrimack College
M.A., Ph.D., University of Illinois
Professor/English

Erin Harte

B.A., Emory University
M.F.A., Brooklyn College
*Affiliate Assistant Professor/English, Communication, and
Media
Director Writing Center*

Jayme Hennessy

B.Mus., Barrington College
M.A., Providence College
S.T.L., S.T.D., Weston Jesuit School of Theology
Professor/Religious and Theological Studies

William James Hersh

B.A., M.A., DePauw University
Ph.D., Union Graduate School
Professor Emeritus/Philosophy

Khadine Higgins

B.A., Lawrence University
Ph.D., University of Massachusetts, Amherst
Assistant Professor/Chemistry

Robin Hoffmann

B.A., New York University
J.D., Rutgers University
Professor/Administration of Justice

Gregg Johnson

A.S., A.A.S., Ulster College
B.B.A., Pace University
M.B.A., Clarkson University
Lecturer/Business and Economics

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/Administration of Justice

Hyoyeun Jun

B.A., B.B.A., Seoul Women's University, Seoul
M.A., Ph.D., University of Georgia, Athens
Assistant Professor/English, Communication, 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

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/Business and Economics

Katherine M. Lawber

B.A., Stonehill College
M.A., Purdue University
Diplome, Universite de Nice
Ph.D., University of Minnesota
Professor/Modern Languages

William P. Leeman

B.A., Providence College
M.A., Ph.D., Boston University
Associate Professor/History

Terri Legare

B.S.N., Rhode Island College
M.S.N., Framingham State University
Lecturer/Nursing

Anthony LoPresti

B.S., Georgetown University
M.A., Ph.D., Boston College
Associate 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

Mary Lou Lyons

B.A., Hollins College
M.S., MGH Institute of Health Professions
Lecturer/Nursing

Jeffrey Mace

M.S. Salve Regina University
B.S. Roger Williams University

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

Paula J. Martasian

B.A., M.A., Ph.D., University of Rhode Island
Associate Professor/Psychology

Christina Martin, RSM

B.A., Salve Regina University
M.Ed., Rhode Island College
Ed.D., Boston University
Visiting Assistant Professor/Education

Elizabeth McAuliffe, RSM

B.A., Salve Regina University
M.S.T., University of New Hampshire
Ed.D., Pennsylvania State University
Associate Professor/Education

Michelle McCarthy

B.S., Salve Regina University
M.S.N., University of Phoenix
Lecturer/Nursing

Ellen F. McCarty

B.S., Salve Regina University
M.S., Boston University
Ph.D., Boston College
Professor/Nursing

Jennifer McClanaghan

B.A., Antioch College
M.F.A., Columbia University
Ph.D., Florida State University
*Associate Professor/English, Communications and Media/
Writer in Residence*

Barbara McGowan

B.A., M.F.A., Lindenwood University
*Assistant Professor/Music, Theatre and Dance/Theatre
Technical Director/Casino Theatre*

Paul McKillop

B.Sc., Queens University, Belfast
M.S., Salve Regina University
Senior Lecturer/Business and Economics/Accounting

Clark Merrill

B.A., Dartmouth College
M.A., University of Kentucky
M.A., Ph.D., University of Maryland
Associate Professor/Political Science

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
Associate 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.S., Ph.D., Western Michigan University
Assistant Professor/Psychology

Angela Mucci-Guido

B.A., University of St. Francis
M.A., Ph.D., University of South Florida
Visiting Professor/Education

Kathleen Muirhead

B.A., Eastern Nazarene College
M.A., Bridgewater State University
Ph.D. Idaho State University
*Assistant Professor/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.A., M.A., M.S., Salve Regina University
Ph.D., Touro University International
Associate Professor/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

Laura L. O'Toole

B.A., M.A., Ph.D., University of Delaware
Professor/Sociology /Cultural, Environmental, Global Studies

Carlos Paniagua

B.S., M.A., Universidad Intec, Dominican Republic
Ph.D., University of Louisville
Assistant Professor/Mathematical Sciences

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 Pittsburgh
Assistant Professor/Education

Gerald J. Perrino

B.A., Rhode Island College
M.F.A., Syracuse University
Associate Professor/Art and Art History

Vincent Petrarca

B.S., University of Rhode Island
M.A., Ball State University
Senior Lecturer/Administration of Justice

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

D. Matthew Ramsey

B.A. Purdue University
M.A., Ph.D., Ohio State University
Associate Professor/English, Communications and Media

Chad Raymond

B.S., M.S., Massachusetts Institute of Technology
Ph.D., University of Hawaii
Associate Professor/Political Science/International Relations/Cultural, Environmental, Global Studies

Anne Reid

B. Sc., Laurentian University
Ph.D., University of Guelph
Assistant Professor/Biology and Biomedical Sciences

Juliette L. Relihan

B.S., Fordham University
M.S., Hunter College
Ph.D., Fordham University
Professor Emerita/Education

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

Miguel Romero

B.A. Colorado College
M.Div., Fuller Theological Seminary
Th.M., Th.D., Duke University
Assistant Professor/Religious and Theological Studies

Martha McCann Rose

B.S., M.Ed., Providence College
Ph.D., University of Connecticut
Professor/Education

Ernest E. Rothman

B.S., Brooklyn College, City University of New York
Sc.M., Ph.D., Brown University
Professor/Mathematical 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

Jessica Stephens

B.S., Butler University
M.S., Auburn University
Ph.D., University of Georgia
Visiting Assistant Professor/Biology and Biomedical Sciences

Donald St. Jean

B.Mus., University of Rhode Island
M.Mus., New England Conservatory of Music
D.M.A., Boston University
Associate Professor/Music, Theatre, Dance/Music

William R. Stout

B.A., College of the Holy Cross
M.S., Colorado State University
M.B.A., George Washington University
Ph.D., University of Virginia
Professor/Mathematical Sciences

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
Assistant 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

John-David Swanson

B.S., M.S., University of Waikato
Ph.D., Pennsylvania State University
Associate Professor/Biology

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
Associate Professor/Biology and Biomedical Sciences

Julia Taylor

A.S., Community College of Rhode Island
B.S.N., M.S.N., University of Phoenix
Lecturer/Nursing

Lorrie Taylor Burns

B.S., University of Rhode Island
M.A., Providence College
Lecturer/Business and Economics

Michael E. Thombs

B.S., M.A., Assumption College
M.S., Worcester State College
Ed.D., Nova Southeastern University
Associate Professor/Business and Economics

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

Jeroen van den Hurk

M.A., Utrecht University, Netherlands
Ph.D., University of Delaware
Assistant 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
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

Tina J. Wray

B.S., University of Maryland
M.A., Providence College
D.Min., Andover-Newton Theological School
Professor/Religious and Theological Studies

PROFESSIONAL LIBRARIANS

Lori Barile

B. A., Rhode Island College
M.L.I.S., University of Rhode Island
Systems and Technology Librarian

Nancy Barta-Norton

B. A., M.L.I.S., M.A., University of Rhode Island
Acquisitions and Cataloging Librarian

Genna Duplisea

B.A., Bowdoin College
M.S.L.I.S., M.A., Simmons College
Archivist and Special Collections Librarian

Dawn Emsellem-Wichowski

B.A., Barnard College
M.S.L.I.S. University of Illinois
Director of Library Services

Ingrid Levin

B.A., Smith College
M.L.I.S., Simmons College
Electronic Resources and Collections Librarian

Nicole Marino

B.A. Reed College
M.S.I.S., University of Texas at Austin
Digital Scholarship and Instruction Librarian

Lisa Richter

B.F.A. Sam Houston State University
M.L.I.S., University of Rhode Island
Associate Director of Public Services

Gretchen Sotomayor

B.A., University of Washington
M.L.I.S. University of Rhode Island
Special Programs and Instruction Librarian

Alicia Vaandering

B.A., Willamette University
M.L.I.S., University of Rhode Island
Education and Instructional Design Librarian