

Graduate
Catalog

2015-2017

Providence College



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Introduction

The Providence College Graduate Catalog is a document of record issued in the summer of 2015 for a two-year period of time. The catalog contains useful information about the College, including admission, enrollment, the academic calendar, degree requirements, course offerings, and academic policies and procedures. The catalog is available in electronic formats, both online (<http://catalog.providence.edu>) and as a PDF. The catalog is not intended to be and should not be relied upon as a statement of the College's contractual commitments between the College and its students. The College reserves the right in its sole discretion to make changes of any nature to this catalog, including but not limited to the policies, procedures, programs of instruction, academic calendar and schedule, fees, and personnel. The College reserves the right in its sole discretion to reschedule classes with or without extending the academic term, cancel scheduled courses and other academic activities, and require or afford alternatives for scheduled courses or other academic activities, with notice of such action provided as is reasonably practicable under the circumstances.

Visit <http://catalog.providence.edu> to create a My Catalog Account to save a list of courses and programs for future visits to the online catalog.

Publication date: June 2015

Our Mission

Mission Statement

Providence College is a Catholic, Dominican, liberal arts institution of higher education and a community committed to academic excellence in pursuit of the truth, growth in virtue, and service of God and neighbor.

History

Providence College was founded in 1917 by the Dominican Friars at the invitation of Bishop Harkins to provide a Catholic education in the arts and sciences.

Faith and Reason

Providence College is confident in the appeal of reason, believes that human beings are disposed to know the truth, and trusts in the power of grace to enlighten minds, open hearts, and transform lives. Providence College maintains that the pursuit of truth has intrinsic value, that faith and reason are compatible and complementary means to its discovery, and that the search for truth is the basis for dialogue with others and critical engagement with the world.

Academic Excellence

Providence College is committed to academic excellence, and holds itself to the highest standards in teaching, learning, and scholarship. Its core curriculum addresses key questions of human existence, including life's meaning and purpose, and stresses the importance of moral and ethical reasoning, aesthetic appreciation, and understanding the natural world, other cultures, and diverse traditions. Providence College honors academic freedom, promotes critical thinking and engaged learning, and encourages a pedagogy of disputed questions.

Community and Diversity

Providence College seeks to reflect the rich diversity of the human family. Following the example of St. Dominic, who extended a loving embrace to all, it welcomes qualified men and women of every background and affirms the God-given dignity, freedom, and equality of each person. Providence College promotes the common good, the human flourishing of each member of the campus community, and service of neighbors near and far.

***Veritas* and Providence**

Providence College brings the 800-year-old Dominican ideal of *Veritas* to the issues and challenges of today. It seeks to share the fruits of contemplation in an increasingly global and diverse society, and to praise and bless all that is good and vital in human endeavors. Providence College supports the Dominican mission of preaching the gospel of Jesus Christ to a new generation of students and helping them discover God's providence in their lives.

A Message from the President

Before it was a place name, *providence* was a theological term denoting God's loving plan to bring each created being into fulfillment. Thus the name Providence College does not merely reflect the location of the school, but rather its deepest mission: to provide an environment where each person created in the image and likeness of God comes to understand his or her identity and role in God's plan for us.

As you pursue your graduate studies at Providence College, we encourage you to make the best possible decisions for fulfilling your role within God's plan. As a Catholic college rooted in the 800-year-old Dominican tradition, we spur you to ask tough questions, weigh competing arguments, and integrate diverse perspectives. In short, we challenge you to constantly seek the truth.

Whether you pursue your graduate degree in preparation for a new professional challenge or to enhance your current career, I welcome you - in the intellectual tradition of St. Thomas Aquinas - to embrace faith and reason as compatible and complementary elements in the lively debate that is Catholic and Dominican higher education.

It is my sincere hope that your graduate studies at Providence College - together with the gift of God's grace - will enable and inspire you to be a prophetic agent of social change, transforming both yourself and society through the contemplation of truth.

I invite you to join us and experience your providence.

Rev. Brian J. Shanley, O.P., Ph.D.
President

Catholic and Dominican

Providence College is a Roman Catholic, four-year, liberal arts college and the only college or university in the United States founded by and conducted under the auspices of the Dominican Friars. Formally known as the Order of Preachers, the Dominicans were founded by the Spanish priest St. Dominic de Guzman in 1216.

The 13th century was a time of rapid social change and one in which people were beset with a welter of competing ideologies that vied for their loyalty. Amidst it all, people longed for the authentic Christian message. Unfortunately, the church was ill-equipped to provide what people needed. The clergy was often poorly educated, corruption was rife, and there seemed to be little authentic witness to the Gospel.

St. Dominic therefore gathered together men and women, Friars and nuns, and later sisters and laity, who would live the Gospel more authentically and preach its truth with both their words and their lives. From the beginning, he sent his Friars to the great universities of the time: Oxford, Paris, and Bologna. He wanted his Friars to be educated so that their preaching and teaching would be informed, able to answer the questions of the day, and meet people's longing for the Gospel. Ideally, his Friars were to be men of faith, prayer, and learning who could respond to the needs of their time without fear and confident that the human mind, a mere creature, could rightly, if imperfectly, understand its Creator.

Although Providence College is relatively young, having been founded in 1917, the values and goals embodied in its mission reach back 800 years. And while the 13th century may seem distant to us, it serves as a mirror of our own age: a time of rapid social change, competing ideologies, and amidst the confusion, a yearning for what is true, good, and holy.

A Catholic and Dominican College for Our Time

In some ways, the fact that Providence College is a Catholic and Dominican college is obvious. The Friars wear their habits when teaching or ministering, St. Dominic Chapel is located in the very center of campus, and crucifixes adorn the walls of classrooms and offices.

Other aspects of the Catholic and Dominican identity are more subtle or even unexpected. Catholic teaching guides the investment of the endowment, and the generosity extended to students and employees in need. By charter, Providence College was the first college or

university in Rhode Island to welcome students of every faith or none, and it has a long, close, and continuing relationship with Rhode Island's Jewish community.

Yet, in some ways, the Catholic and Dominican character of Providence College precisely as a college is most evident in its approach to faith and reason. For many people, faith and reason stand in opposition to one another; they are black and white, irreconcilable, and best kept apart. Not so for Dominicans. In the tradition of St. Thomas Aquinas, Dominicans assert that faith and reason are compatible, complementary, and point to a single truth.

There is no opposition between the theory of evolution and belief in divine providence, for example, because how God accomplishes His purposes is a distinct question from why, even as the answers to the two questions are intimately related. Science has every right to try and understand how the universe works - indeed, it is God's will that the human mind probe creation in order to understand it - and theology has every right to assert that everything that takes place is in service of a loving plan. What remains true is that it is God's creation. Moreover, while faith is a gift from God, reason supports faith. This means that faith in God is not merely the result of custom, feeling, and private choice but can be a thoughtful and reasonable response to the evidence at hand. Indeed, while intimate knowledge of God in himself - Father, Son, and Holy Spirit - requires revelation, knowledge that God exists can be arrived at by reason alone.

The implications of this assertion of the compatibility of faith and reason for education are profound. Questions, debates, and challenges are welcomed, as are people of hesitant faith, different faiths, or even no faith at all. Believers cannot take refuge in the assurances of faith but must learn to provide reasons for what they believe and, when it comes to the classroom, they must pursue their studies with uncompromising rigor and integrity.

It should be evident that Providence College aims at something ambitious and critically important. It attempts to provide an education for the whole person - body, mind, and soul - that bridges the common divides between matter and spirit, God and creation, faith and reason. In doing so, it affirms the distinctively Catholic sense of sacrament and grace and, like the black and white of the Dominican habit, joins together apparent opposites in a greater unity. If successful, this means that everyone at Providence College will understand that they are made in the image and likeness of God; that their work, love, and play can be replete with God's grace; and that they have a unique role in God's loving plan, that is, in His providence.

Notice of Non-Discrimination

Providence College admits students of any race, color, national and ethnic origin, sex, gender, sexual orientation, gender identity, religion, disability, age, or veteran status, and without regard to genetic information, to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national and ethnic origin, sex, gender, sexual orientation, gender identity, religion, disability, age, veteran status, or genetic information, in the administration of its education policies, admission policies, scholarship and loan programs, athletic and other College-administered programs, and employment policies. In accordance with Title IX, it does not discriminate on the basis of sex in its educational programs or activities. Nothing in this notice shall require

Providence College to act in a manner contrary to its Dominican mission and the teaching and tenets of the Catholic Church, and the College reserves the right to take actions designed to ensure and promote its Catholic and Dominican mission.

The College's Equal Opportunity/Affirmative Action Officer, ADA/Section 504 Coordinator, and Title IX Coordinator is the associate vice president for human resources (Kathy Alvino, Harkins 302, 401.865.2430, kalvino@providence.edu). The Title IX Deputy Coordinators are: the assistant dean of students (Tiffany Gaffney, Slavin 105, 401.865.2191, tgaffne1@providence.edu); the assistant vice president for athletics/executive associate athletic director/SWA (Jill LaPoint, Alumni Hall, 401.865.2588, jlapoint@providence.edu); and, the senior employment/employee relations specialist (Malin Marin-Bean, Harkins 302, 401.865.2987, mmarin@providence.edu). Inquiries regarding ADA/Section 504 issues for students may be directed to the Office of Academic Services (Jennifer Rivera, Library 250, 401.865.1121, jrivera@providence.edu) and the Office of the Dean of Students (Dr. Steven Sears, Slavin 102, 401.865.2425, ssears@providence.edu).

Code of Student Conduct and Community Standards

The Code of Student Conduct and Community Standards and regulatory policies and procedures in the *Student Handbook* apply to all undergraduate students, graduate students, special students, and students in the School of Continuing Education. The *Student Handbook* is available at <http://www.providence.edu/student-affairs/Pages/Student-Handbook.aspx>.

Anti-Harassment Policy

As a Catholic institution of higher learning, Providence College is committed to maintaining an environment in which all students, staff, and faculty are treated with dignity and respect as created in the image and likeness of God. Discriminatory harassment is unwelcome conduct that unreasonably interferes with a person's ability to work or learn because it creates an intimidating or hostile environment for individuals or groups based on their status; i.e., the conduct is accompanied by demeaning expressions concerning the race, color, national and ethnic origin, sex, gender, sexual orientation, gender identity, religion, disability, age, or veteran status of the victim(s). It can include unwelcome verbal, written, graphic, and/or physical conduct directed at one or more members of a targeted group, such as epithets, slurs, negative stereotyping, and threatened or actual physical assault or harm. The College's anti-harassment policy applies to all students, faculty and staff in both on and off-campus College-sponsored programs and activities. The College does not tolerate such misconduct and anyone who engages in this behavior may be subject to disciplinary procedures. Sexual harassment and sexual violence are types of illegal sex discrimination. Sexual harassment is unwelcome behavior of a sexual nature, or gender-based, that is severe or pervasive, and that creates a hostile or abusive learning, working or living environment, thereby unreasonably interfering with a person's ability to learn or work. This type of behavior may occur between or among peers, and may be directed to persons of the opposite or same sex as that of the harasser.

It is not possible to list all circumstances that might constitute sexual harassment. Examples include: unwelcome sexual innuendo, comments and sexual teasing; visual display or

transmission of degrading sexual images; the hostile use of sexually derogatory terms, jokes, and graffiti; intrusive sexually explicit questions or story-telling; spreading sexual rumors or rating others as to sexual activity or performance; stalking; sexual extortion; and attempted or actual sexual assault or violence. (Also, please refer to the Sexual Misconduct or Relationship Violence Policy.)

The higher-education academic, educational, and research settings necessarily accommodate themes, topics, and material that are germane to the subject matter and that, in others settings, may not be appropriate. Policies forbidding harassment do not threaten such academic freedoms. All harassment inquiries and complaints are taken seriously and handled in a confidential manner. Retaliatory behavior is prohibited. A copy of the Anti-Harassment Policy and Grievance Procedures, including a list of resources and Title IX coordinators, is available in the Student Handbook and on the Human Resources Web site.

Sexual Misconduct or Relationship Violence Policy

Sexual misconduct is one of the most serious violations of the College's standards of conduct and some forms of sexual misconduct also are violations of criminal law.

The College's Policy is available at <http://www.providence.edu/general-counsel/Documents/sexual-misconduct-policy.pdf>. The policy includes information about reporting options, confidentiality, definitions, the grievance resolution process, and resources.

Bias Incident or Hate Crime: Bias Response Protocol

The College's Bias Response Protocol (BRP) allows the College to develop timely, collaborative responses to bias-related incidents, providing support to both alleged victims and alleged perpetrators of bias-incidents, and promoting a climate of respect and a positive sense of community. The BRP, including information about how to make a report and College resources, is at <http://www.providence.edu/institutional-diversity/Documents/bias-response-protocol.pdf>. For more information, please visit the Web site of the Office of Institutional Diversity.

A bias incident is an act directed against a person, group, or property, expressing hostility or bias on the basis of perceived or actual gender, race, color, national or ethnic origin, sex, sexual orientation, gender identity, religion, disability, age, or veteran status. Bias incidents may consist of verbal, written, graphic, and/or physical conduct such as epithets, jokes, graffiti, negative stereotyping, and threatened or actual physical assault. A bias incident may rise to the level of a hate crime as defined by state and federal law.

Please keep in mind that simply because the expression of an idea or point of view may be offensive or inflammatory to some, it is not necessarily a bias-related incident. Providence College values freedom of expression and the open exchange of ideas, and hopes that an effective protocol will contribute to an environment that encourages dialogue around challenging issues.

Rhode Island Law defines the term "hate crime" as any crime motivated by bigotry and bias, including, but not limited to, threatened, attempted, or completed acts that appear after investigation to have been motivated by racial, religious, ethnic, sexual orientation, gender, gender identity or expression, or disability prejudice, or motivated by prejudice against a person who is homeless or is perceived to be homeless (§ 42-28-46).

Accreditation Statement

Providence College is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education.

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

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

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

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
781.425.7785 • E-mail: cihe@neasc.org

The Graduate Programs

The graduate programs develop scholars, teachers, and business and community leaders by providing opportunities for qualified persons to pursue advanced studies. The graduate programs with their advanced degrees are as follows:

Business/MBA

- Business Administration

Education/M.Ed.

- Administration

- Counseling
- Literacy
- Secondary Education (PACT)
- Special Education
- Urban Teaching

History/M.A.

- American History
- Modern European History

Mathematics/M.A.

- Teaching Mathematics

Theology

- M.A. in Biblical Studies
- M.A. in Theology
- Master of Theological Studies (M.T.S.)

Program Objectives

The objectives of the graduate programs are:

- to offer graduate students in the areas of business, education, history, mathematics, and theology the opportunity not only to enhance their professional development, but also to develop their ethical and aesthetic values through community service;
- to assist students in their advancement and application of knowledge through study and research, so that they may disseminate the results among scholars and the general public;
- to expand graduate learning opportunities for all persons; and
- to accomplish all this while imparting to our students the Judaeo-Christian ideals of respect for the rights and dignity of every person and each individual's responsibility for the world in which we live.

In order to help achieve these objectives, the graduate programs are committed to attracting and retaining eminent faculty to provide the highest quality of instruction and leadership.

The Campus and Facilities

The 105-acre campus of Providence College, situated in Rhode Island's capital city, is removed from the traffic and noise of the metropolitan area but still remains close to the many cultural and educational offerings of Providence, a city that is enjoying a lively urban renaissance. The city is located only an hour's drive from Boston and just a few hours' drive from New York City. Interstate bus, train, and air transportation are conveniently available.

Campus Parking

Parking is allowed only upon issue of a permit from the Office of Safety and Security, open at times convenient for graduate students. Students must present a current student ID card, driver's license, automobile registration, and proof of automobile insurance. All cars must be registered with the Office of Safety and Security. Strict ticketing and driving rules are enforced.

NOTE: While display of a campus parking permit allows a student access to designated parking areas, the availability of a parking space is not guaranteed. Students may have to park on adjacent streets, as city parking codes allow.

Academic Facilities

Classroom and laboratory facilities are found in Accinno Hall, Albertus Magnus Hall, the Ceramics Building, the Feinstein Academic Center, Harkins Hall (also the main administration building), Hickey Hall, Howley Hall, Hunt-Cavanagh Hall, Koffler Hall, Moore Hall, Phillips Memorial Library, Ruane Center for the Humanities, St. Catherine of Siena Hall, Smith Center for the Arts, Sowa Hall, and Sullivan Hall.

Disabilities Services and Policies

The College's ADA/Section 504 Coordinators are available to facilitate students' access to College facilities, programs, and activities. Students with physical or medical disabilities may qualify for reasonable accommodations coordinated by Student Affairs (Slavin Center); students with learning-related disabilities may qualify for reasonable accommodations coordinated by the Office of Academic Services (Phillips Memorial Library). Please visit <http://www.providence.edu/academic-services/Pages/default.aspx> for more information. The College provides these services in compliance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended by the Americans with Disabilities Amendment Act of 2008, and Rhode Island law. Student procedures for ADA/504 Grievance Resolution are available at: <http://www.providence.edu/ACADEMIC-SERVICES/services/Pages/disability.aspx>.

Technology Classrooms/Facilities

Classrooms at Providence College are furnished with networked computers, laptop connections, digital projectors, and the latest in audio and video equipment. Many have interactive whiteboards or Apple TV devices to allow faculty and students to annotate presentations. Wireless connectivity is available in all classrooms, and some rooms have power available at each student desk.

Technology facilities are located in buildings across the campus. Accinno Hall houses the College's main Information Technology department and four computer laboratories. Additional computer labs for PC faculty, staff, and students are found in Albertus Magnus Hall, Howley Hall, and Koffler Hall. The TechHub, a combination IT and library Help Desk, is located in the lower level of the Phillips Memorial Library.

Technology Resources

Providence College is focused on providing anytime, anywhere access to information. With CyberFriar, the main Web system that interfaces with the College's administrative database, students can manage their personal and academic records online. They can view address and personal information, mid-term and final grades, all financial aid and billing information on their accounts, view and request academic transcripts, and monitor progress toward completion of their degree requirements.

With Sakai, the learning management system used by many PC faculty members, students can communicate with their instructors, participate in online discussion groups, check course syllabi, submit assignments, check grades throughout the semester, and efficiently manage their class work. In addition, faculty have access to personal response systems to ask questions in class and display feedback immediately for students to see, wiki software for student collaborative coursework, and video editing stations. Students have access to high-end Macintosh computers equipped with video and audio editing software to complete multimedia course assignments and extracurricular video projects.

Students can also utilize *iHelp* at <http://www.providence.edu/ihelp>. This site integrates the efforts of the Information Technology Help Desk, the Phillips Memorial Library, Academic Media Services, and the Instructional Technology Development Program.

The College also has a mobile application that can be downloaded for free for iPhone, BlackBerry, or Android mobile devices. It provides on demand access to important information including CyberFriar, Sakai, campus events, news, maps, and directory information.

Please refer to <http://www.providence.edu/it/Pages/policy-information.aspx> for detailed information on the usage policy for Information Technology Resources. In addition, visit <http://www.providence.edu/ihelp/Pages/default.aspx> for detailed information on technology resources and assistance that are available to faculty, staff, and students.

Phillips Memorial Library

The Phillips Memorial Library is at the heart of the College's intellectual life. Much of the architecturally impressive facility, which was built in 1969, has been recently renovated.

The library maintains a collection of approximately 386,000 print volumes, nearly one million eBooks, 500 print periodical subscriptions, and more than 52,000 full text-electronic journals. The library also offers an extensive collection of print and electronic research/reference materials, including 120+ bibliographic and full-text electronic databases, the third largest collection of electronic databases in Rhode Island (after Brown University and the University of Rhode Island). In addition, the library houses the Providence College Special and Archival Collections, the Office of Academic Services, and the core of the College's *iHelp* integrated services group.

The library is a member of the HELIN (Higher Education Library Information Network) consortium, which gives students access to over six million volumes from any of nine collegiate libraries in Rhode Island, Wheaton College in Massachusetts, and most of the other Rhode Island libraries. In addition, the library's interlibrary loan service connects students and faculty to worldwide resources.

The Phillips Memorial Library has been redone in the "Commons" tradition. The library offers: 125 public access computers; robust digitization resources; 38 laptops (PC & Mac) and more than 25 iPads with Web access for student check-out; a full array of iMac-based productivity and multimedia software (Adobe CS) in the MediaHub; collaborative space for 75 in the TechHub; technology assistance at the TechStation; multifunctional, technology-rich space in the InterHub, the Ruane-Library connector; as well as three instructional rooms for 75 and an 18-workstation electronic classroom. The Phillips Memorial Library accommodates approximately 850 patrons in technology-rich, quiet, group-study and instructional areas and offers faculty collaborative research, study, instructional development, and meeting resources in the Faculty Commons.

For more information, including library hours, call 401.865.2242 or visit their Web site www.providence.edu/library.

Center for Career Education & Professional Development

The Center for Career Education & Professional Development (www.providence.edu/career-education-center), located in Slavin 108, offers many career development resources for graduate students including: resume/cover letter writing, interviewing, and networking guides/videos; self-assessment and career exploration tools; eFriars for job and internship listings and many more. Graduate students can also take advantage of scheduling individual advising appointments with our Graduate Student Advisor by calling 401.865.1290.

Smith Center for the Arts

This building serves as the premier teaching and performance facility for undergraduates enrolled in performing arts courses or participating in extracurricular activities involving music, theatre, and dance. The Smith Center also includes several general use classrooms that serve both undergraduate and graduate courses. The primary performance venues are the 283-seat Angell Blackfriars Theatre and the 272-seat Ryan Concert Hall. Teaching spaces include a "black box" studio theatre, the Bowab Studio Theatre, the Higgins Clark Dance Studio, the O'Hurley Rehearsal Room, a 20-keyboard piano lab, a film screening classroom, a music library, and choral and instrumental practice rooms. The building also contains the Reilly Art Gallery, as well as offices, conference rooms, and storage areas for the Department of Theatre, Dance, and Film and the Department of Music.

Slavin Center

Slavin Center, the student union, is one of the main hubs of the Providence College campus. It is open 24 hours a day during the academic year and is home to the College's many student clubs and organizations. It also houses a variety of offices and facilities that provide services to

students, including the Offices of Residence Life, Off-Campus Living, Student Activities, Cultural Education and Programming, the Providence College Bookstore managed by Barnes and Noble, a branch of Santander Bank, an ATM machine, the Career Education Center, and Dunkin' Donuts. Additionally, it offers numerous meeting rooms and comfortable lounge space. The Alumni Hall Food Court and McPhail's Entertainment Facility, which is open seven days a week and hosts events throughout the academic year, are accessed through the lower level of Slavin Center.

Bookstore

The bookstore is located in the lower level of Slavin Center. Textbook ordering information is available to students in compliance with the federal Higher Education Act (2008). Please visit the College's bookstore Web site to view a listing of required and/or optional textbooks for courses: www.providence.bncollege.com. Faculty will submit textbook information to the College bookstore as materials are identified and retain the right to change book orders at any time. As good practice, students should carefully evaluate all suppliers of course materials, including refund policies and shipping charges. It is recommended that students check the Providence College bookstore Web site prior to the start of the semester for any changes to course materials. Store contact information and updated store hours are available online, via email pcbook@providence.edu, or by calling 401.865.2181.

Dining Services

There are a variety of places where graduate students can dine on campus. The Alumni Hall Food Court, accessed from the lower level of the Slavin Center, is where most graduate students gather. Full meals may also be purchased at Raymond Dining Hall. Other dining operations include Dunkin' Donuts, located in the lower level of Slavin Center, the Friar Buyer C-store, located in the lower level of Davis Hall, and a coffee shop in the Ruane Center for the Humanities. Menus and hours of operation for all these establishments may be found at <https://pcdining.sodexomyway.com>.

Concannon Fitness Center

Full-time graduate students may purchase membership to the state-of-the-art Concannon Fitness Center for a nominal fee of \$50 per semester.

Campus Chapels

Providence College encourages the spiritual as well as the intellectual growth of each student. St. Dominic Chapel and the Campus Ministry Center are the center of spiritual life on campus. Additional chapels are located in Harkins Hall and in the St. Thomas Aquinas Priory-Graggani Dominican Center, the principal Dominican residence on campus, and the oratory in Siena Hall.

Center for Catholic and Dominican Studies

The Center for Catholic and Dominican Studies is located in the former Aquinas Chapel, opposite St. Dominic Chapel. Administratively, the Center serves under the auspices of the Office of Mission and Ministry and, in collaboration with the Office of the Chaplain/Campus Ministry, it assists in coordinating the college wide process of maintaining, enhancing, and promoting the distinctive mission of Providence College as a Catholic and Dominican college.

Believing that we are transformed by God's grace so that we might help change the society around us, the Center serves as a place of intellectual exploration and dialogue where students, faculty, staff, administration, and alumni can gather for study, discussion, and reflection on the ministry shared by all God's children.

Through a variety of events and educational opportunities for the College community, the Center strives to share the richness and diversity of the Catholic and Dominican intellectual and spiritual traditions, which offer crucial perspectives for today's challenges and concerns and invite us together to partake of and benefit from a common mission inspired by faith and enabled by grace.

Safety and Security

The Office of Safety and Security operates 24 hours a day, seven days a week, year-round. The principal objective of the office is to safeguard members of the College community and to protect private and institutional property on campus. As a service organization, the security department attempts to contribute to the smooth functioning of College community life by stressing the importance of crime prevention, the individual's obligation to take necessary precautions, the cooperation of each member of the College community to safeguard personal and College property, and the care that must be taken to comply with fire regulations. The *Annual Security and Fire Safety Report* is available at the security office and online.

Admission

Admission Requirements and Procedures

The admission requirements and procedures are designed to help the College identify those students who can benefit the most from the graduate programs. The College welcomes applicants who evidence thorough scholastic preparation, good character, intellectual interest, and motivational purpose.

Complete information regarding the application process, and copies of all required forms, is available online.

Students wishing to enter a graduate program must submit the following:

Application for Admission

The application form is available from the offices of the various graduate programs or online.

Application Fee

A fee of \$55 must be returned with the application form. Mail the form and the check or money order to the director of the appropriate graduate program. For a list of directors and their College addresses, see the Correspondence Directory in this catalog.

Personal Statement

This statement provides applicants with an opportunity to discuss the talents, experiences, and goals that qualify them for acceptance for graduate study at Providence College. The statement should include evidence of an applicant's qualifications and aptitudes as well as their ability to communicate clearly and professionally. The statement should cover reasons for pursuing graduate study at Providence College, personal and academic background, work experience, and future plans.

Letters of Recommendation

Applicants should have two letters of recommendation submitted by individuals well acquainted with the ability of the applicant. The form (Official Recommendation) should be filled out by the applicant and by each recommender and submitted with each letter of recommendation.

Transcripts

Applicants must submit official transcripts from all colleges or universities from which they received undergraduate or graduate degrees.

Test Results

Applicants for selected Education programs must submit the results of the Miller Analogy Test (MAT) and Business program applicants must submit Graduate Management Admission Test (GMAT) scores. Applicants for the M.A. in Biblical Studies or Theology must submit Graduate Record Exam (GRE) scores.

Immunization Record

Once admitted, no one will be allowed to enroll as a full-time (9 credits) graduate student without submission and completion of an Immunization Form, available from the program director.

Letter of Intent

Once admitted, students must complete and return the Letter of Intent to complete the admission process.

Communication and Notification

Electronic mail (e-mail) is the official and universal method of communication and notification from College officials to the entire student body and individual students. Therefore, students are expected to check their College e-mail accounts on a regular basis. In addition, in an emergency or in the event of an urgent matter, the College may need to contact students via telephone; therefore, students must provide a current telephone number to the College.

Health Insurance Coverage

Full-time students who wish to obtain health insurance coverage through Providence College may contact the Office of the Bursar at 401.865.2284. Graduate students are not eligible to receive health care services through the College's undergraduate Student Health Center.

International Students

Providence College welcomes applications from international candidates to its graduate programs.

It is the responsibility of the international student to see that all official transcripts are forwarded to the appropriate program director. Transcripts from non-English-speaking countries must be accompanied by a certified English translation.

International candidates must satisfy identical entrance requirements and adhere to the same application procedures as outlined for non-international applicants. While individual circumstances may vary, international students whose native language is not English are normally expected to present results from the Test of English as a Foreign Language (TOEFL),

the English Language Placement Test (ELPT), or the Advanced Placement International Language Examination (APIEL). Minimum required scores for TOEFL are 550 (PBT), 213 (CBT), or 80 (iBT). Please see the TOEFL Web site at <http://www.toefl.org> for testing information. Providence College's CEEB/TOEFL code is 3693.

The International English Language Test System (IELTS) may be taken as an alternative to the TOEFL. The minimum required score is 7.0. Please see the IELTS Web site at <http://www.ielts.org> for testing information. IELTS is jointly owned by the British Council, IDP: IELTS Australia, and the University of Cambridge ESOL Examinations.

After an offer of academic admission is made, students must submit proof of finances (Certification of Finances) to cover all expenses for a full year of study. A Providence College I-20 will only be issued to those students who provide certified proof of financial support (including travel to and from the U.S.) adequate to meet annual expenses. All tuition and fees for the first semester of study must be paid in full prior to the first day of classes.

For information regarding submitting certification of finances, student visa information, and related queries, please contact the Center for International Studies.

Non-Degree Students

Students who wish to sample a graduate course at Providence College or students who need to take a certain graduate course at PC and transfer the credit to another institution may be allowed to register for a graduate course if they meet the prerequisites for the course. Such students must hold a bachelor's degree from a recognized college or university and permission must be obtained from the director of the program within which the course falls.

Students may enroll in only six graduate credits before they are formally admitted to a graduate program. Students may continue to enroll beyond the six credits in a non-degree status only with permission of the program director. Students who exceed the six credits who later choose to apply to a graduate program must follow and meet all of the admission requirements.

Veterans' Deployment and Readmission Policy

Under the Higher Education Opportunity Act of 2008, a student who is called to active duty in the United States Armed Forces or the National Guard or Reserve for a period of more than 30 days is entitled to re-enroll in the same program, with the same enrollment status, number of credits, and academic standing as when he or she was last in attendance at Providence College.

Readmission is allowed provided the student meets the following requirements:

- the cumulative length of the student's absences from the college because of service on active duty does not exceed five years (which period may be extended in certain cases, as provided by statute);

- the student notifies the college upon completion of service that he or she intends to re-enroll at the college; and
- the student has not been discharged from the Armed Forces with a dishonorable or bad-conduct discharge.

Financial Information

Tuition and Fees

Graduate tuition varies according to programs. Tuition is the same regardless of whether the enrollment status is for credit or for audit. For the latest tuition rates, visit <http://www.providence.edu/BURSAR/Pages/graduate.aspx>.

Payment of Bill

Tuition and fees must be paid in full at the time of registration unless students are receiving financial aid. Students with financial aid should present their award letter at the time of registration. Only cash, checks, money orders, ACH, and credit cards (Visa or MasterCard) will be accepted as forms of payment. Students registering through CyberFriar must complete the online tuition payment using a credit card (Visa or MasterCard) or ACH payment at the time of registration. Students who do not submit payment at the time of registration will be dropped from the course for non-payment. Students dropped from a course(s) who wish to re-register will be allowed registration only on a space-available basis.

Students whose tuition is paid by a third party, employers, a government agency, or any other source must have a letter of authorization with them at the time of registration. Upon receipt of this letter, bills will be sent to the third party. Payment is due upon receipt of this bill. Students should inform the third party of this policy to ensure that payment is made on a timely basis so they will not be dropped from class.

** NOTE: Students registering for courses after courses have met twice will be charged a \$100 late registration fee.*

*** Students who have been dropped for non-payment and who are re-registered after the class has begun will be charged a \$100 re-registration fee.*

Course Attendance/Rosters

The Office of the Dean of Undergraduate and Graduate Studies asks all instructors to verify the accuracy of their course rosters after the first week of classes. Students reported by instructors as "never attended" will be dropped from such courses. Each student's schedule is accessible through CyberFriar; students are responsible for making all schedule changes through appropriate and official procedures.

Withdrawal and Refunds

Students who wish to drop or withdraw from a course in a graduate program must notify the office of the program director. A student will receive a refund provided proper notification has been given. Refunds will be made according the following schedule:

Before the first meeting - 100%

Before the second meeting - 75%

Before the third meeting - 50%

After the third meeting - no refund; "WD" will be indicated on the transcript.

Exceptions to this refund schedule may be given in cases of deployment of students who are on active duty in the United States Armed Forces, National Guard, or Reserve.

Courses will not appear on a student's transcript if the withdrawal occurs before the third meeting. For withdrawals occurring after the third meeting, a grade of "WD" will appear on the transcript.

The withdrawal deadline is one week before the last scheduled class meeting, exclusive of final exams.

Application to Graduate and Fees

Degrees are conferred in December and May for all programs. It is the responsibility of the degree candidate to anticipate the completion of his/her degree and to make a timely submission of the "Application to Graduate" form during the final semester of study. If the program of study requires a thesis or comprehensive exam, it is recommended that the candidate consult with his/her program director regarding the timing of graduation. For most degree candidates, it is recommended that the application be submitted in the last semester of coursework. For candidates completing their studies over the summer session, it is recommended that the candidate apply for the May graduation prior to the summer session.

The "Application to Graduate" form may be submitted to the program director or to the Office of the Dean of Undergraduate and Graduate Studies by the deadline specified on the form (i.e., late October for degrees conferred in December and early February for degrees conferred in May). The form must be accompanied by an administrative graduation fee of \$210. Given that the College hosts one Commencement Ceremony annually, December graduates are encouraged to participate in the May Commencement of the following calendar year.

The Office of the Dean of Undergraduate & Graduate Studies, in consultation with the graduate program directors, determines whether a candidate has met all degree requirements for the awarding of the appropriate degree.

Company Reimbursement Plan

Many firms will reimburse their employees in full or in part for job-related education. Students should inquire with their benefits officer regarding the company's policies.

Income Tax Deductions for Educational Expenses

Under current regulations, educational expenses that have not been reimbursed, such as tuition, books, supplies, and related travel and living costs, may be deducted under certain conditions. Please consult the appropriate income tax agency (state/federal) for detailed information.

Financial Aid

Graduate students attending Providence College may apply for federal student aid. Students seeking financial assistance should complete the Free Application for Federal Student Aid (FAFSA). The FAFSA should be completed at least four to six weeks before the period in which the applicant plans to enroll.

A student will be issued an official Student Aid Report (SAR) upon submission of a completed FAFSA to Federal Student Aid Programs. Students should read their SAR carefully since this report contains information about the status of the individual application. In addition, the SAR provides information as to whether or not schools might ask for additional documents in support of the original FAFSA data submitted. The College will receive the SAR information electronically.

All graduate students who are enrolled on a full-time or half-time basis are eligible for the William D. Ford Direct Loan. This federal loan program will provide direct access to funds through the College. The full-time graduate student annual borrowing maximum for an unsubsidized direct loan is up to \$20,500 or the cost of attendance; whichever is less. The loan offers a low interest rate and deferment on loan repayment. This loan is available to graduate students, regardless of income. The unsubsidized Direct Loan terms and conditions are similar to the subsidized need-based Direct Loan; however, student borrowers are required to pay the interest during in-school deferment periods.

The Office of Financial Aid will always determine a student's maximum eligibility. Should a student choose to borrow less than what was offered to them, they should contact the office to make those arrangements.

Students should note that if they are enrolled concurrently in two separate degree programs, the available loan level may be different than the limits outlined in this section. The Office of Financial Aid will review enrollment per semester to determine what loan level limit is federally appropriate. It is strongly recommended that financial aid applicants complete class registration at least three weeks prior to the beginning of classes. Also, no application for any type of financial assistance will be reviewed by the Office of Financial Aid until the student is officially admitted to the Graduate Studies program.

For additional details, contact the Office of Financial Aid at 401.865.2286.

Assistantships

Graduate assistantships are available to students who have been officially accepted into a graduate degree program on a full-time basis. These assistantships involve duties in various offices where the student is required to work 20 hours per week. If an assistantship is secured, the student will receive tuition remission and a small monthly stipend. Assistantships are not guaranteed to be renewed for a second year; that will be determined by the supervisor at the end of the first year.

For additional details, application procedures and requirements, contact the Office of Financial Aid at 401.865.2286.

Scholarships

The John Monahan, Francis and Mildred Sullivan, and Rose A. Coccia scholarships assist minority students and others who demonstrate a desire and ability to contribute to the College's diversity. Students must be accepted into the administration, counseling, special education, or literacy graduate programs. These scholarships will be in the form of a tuition grant with the money deposited directly into the student's account.

Academic Policies and Procedures

All graduate programs are regulated by the general requirements of the graduate program catalog. Each student is responsible for knowing the content of this publication and for satisfying the specific requirements and standards of the graduate program in which he or she is enrolled.

Grading System

Providence College uses the following scale to determine grades and corresponding grade point averages for courses offered by the graduate programs:

A Superior	4.00 points per each credit hour completed
A-	3.67 points per each credit hour completed
B+ Very Good	3.33 points per each credit hour completed
B Good	3.00 points per each credit hour completed
B-	2.67 points per each credit hour completed
C+ Above Average	2.33 points per each credit hour completed
C Average	2.00 points per each credit hour completed
C-	1.67 points per each credit hour completed
F Failure	0.00 points per each credit hour completed
P Pass	Passing in Pass/Fail course; this grade is not computed in the GPA.
AU Audit	Student attends class in non-credit capacity; this grade is not computed in the GPA.
I Incomplete	No quality points will be averaged into the GPA.
NC Not Completed	Course not finished within required time. No quality points will be averaged into the GPA.
NM No Mark	Instructor has not submitted grade; becomes "NC" if not completed within one academic year.
WD Withdrawal	Approved withdrawal from a course; this grade is not computed in the GPA.

Note: The College does not round grade point average; the official GPA is truncated to the hundredths digit.

Course Offerings

Course schedules are posted on the CyberFriar Web site (<http://cyberfriar.providence.edu/>). New students may register for courses either in person, by fax, or by mail. Students who have previously taken a course at Providence College are encouraged to register online via CyberFriar. In order to access CyberFriar, you will need your Banner ID and PIN. If you experience difficulty accessing this site, contact the Office of Enrollment Services at 401.865.1033 for assistance.

NOTE: College policy states that payment or proof of payment must be made at the time of registration in order to secure enrollment. Failure to do so will result in being dropped from the

course for non-payment and re-registration is subject to a \$100 fee. The College reserves the right to cancel classes due to insufficient enrollment.

Repeating a Course

A student may repeat any course taken at Providence College. Various courses are defined as repeatable for credit such as performance-based courses or special topic courses where the content changes each semester. In all other cases, consultation with the program director is required prior to registration to repeat a course with an earned grade from a previous semester. Students considering repeating a course should be aware that only the most recent grade and credits will be counted in the student's GPA or academic requirements, whether or not it is higher than the earlier attempt. A repeated course is noted on the transcript with an "I" (included in the GPA) or an "E" (excluded from the GPA) to designate the relationship of the course to the student's academic record.

Satisfactory Progress

If a degree candidate does not maintain a "B" (3.00) average, his or her status will be reviewed immediately by the appropriate academic director in consultation with the appropriate faculty members of the department. Such review may result in the candidate being placed on probationary status or dismissed from the program. Students who are permitted to continue on probationary status must achieve a cumulative average of "B" (3.00) or better in graduate level coursework during the next semester. Students failing to achieve the necessary "B" (3.00) average will be subject to dismissal.

Incomplete grades that are incurred must be completed within one academic year. After that time, an incomplete will be converted to NC and the student will have to register for and successfully complete the course again if s/he wants to receive credit for it. A student who has two incompletes or NCs may not register for another course without written permission from the dean of undergraduate and graduate studies. Exceptions to this deadline may be given in cases of deployment of students who are on active duty in the United States Armed Forces, National Guard, or Reserve.

Petition for Reinstatement

A student dismissed from a graduate program has the right to file a petition for reinstatement. A petition for reinstatement, which should include the specific reasons why the petition has merit, must be filed in writing to the Office of the Dean of Undergraduate and Graduate Studies within the time frame noted in the letter of dismissal; otherwise, the petition will not be heard absent extraordinary circumstances. On a petition for reinstatement, the Exceptions Committee of the Graduate Council may, at its discretion, allow a student who has been dismissed to be reinstated either in a good or probationary status in the degree program. If the Committee denies the petition for reinstatement, the dismissal decision is final.

Length of Program

Students are permitted five calendar years from the date of acceptance into the program for completion of all requirements, with the exception of the programs in theology which allow 10 years for completion. Students who have not registered for a course in two years will be classified by the College as inactive in the program. Any inactive student can only be reactivated with permission of the Program Director who will meet with the student to design a completion plan. The time to complete the degree resumes at the time of reactivation.

Interrupted Program of Study

If a student engaged in graduate study leaves the College for a significant period before completing the degree, courses may be counted toward the program of study, with the approval of the program director, if the time period of interrupted study is less than 10 years. That is, the period between the last and present (or new) enrollment does not exceed 10 years.

In special circumstances, courses completed more than 10 years previously may be counted toward a degree, if, in the judgment of the school dean in consultation with the program director, the College's curricular requirements and the content of those courses have not undergone significant change during the period of interrupted study.

Courses completed 10 or more years previous to any current enrollment will not be counted in the student's grade point average, unless the school dean has made specific course exemptions from this policy. The transcript will indicate separate sets of courses, those completed 10 or more years previous to a new or continued enrollment and those registered after the student's return to the College.

Academic Amnesty

A student applying for readmission to Providence College after a leave of five or more years may present to the dean of undergraduate and graduate studies a petition for academic amnesty for academic work completed five or more years previous to the term of readmission.

Academic amnesty, if allowed, will remove from any calculation of the student's grade point average and from any calculation of courses or credits needed for all work that was completed during the period for which academic amnesty has been granted. At the time of the application for readmission, the student must file an application for academic amnesty and must acknowledge in writing that, once academic amnesty has been granted, it will not be rescinded.

Academic amnesty will not be on a course-by-course basis and will apply to all terms and therefore all courses and credits completed at Providence College during the period for which amnesty is granted. Amnesty may not be granted on a selective term-by-term basis. The student must identify the term at which academic amnesty begins; the award of academic amnesty will then cover all coursework undertaken from the beginning of the amnesty period to the time of application for readmission.

Transfer Credits

Graduate courses which have not been applied toward another degree are evaluated for transfer by the individual program director for suitability to the requirements of their particular program. Additionally, the transfer of graduate courses is governed by the following College policies:

1. A maximum of six graduate credits may be transferred;
2. They must be from an accredited institution of higher learning;
3. They must have been taken within five years of the date of transfer (unless an exception is made for a particular course by the program director); and
4. A minimum grade of "B" is required.

For MBA courses, syllabi are reviewed to assist in determining equivalency with Providence College MBA courses. Distance learning courses from institutions *not* AACSB accredited are excluded.

CyberFriar

Continuing students who have already applied for admission or who have taken courses in previous semesters may access the CyberFriar Web site (<http://cyberfriar.providence.edu/>) to register for courses, view course schedules, and make schedule changes. Additional features will be made available throughout the semester including:

- access to final grades
- access to billing and financial aid information
- access to individual transcripts and degree audits (curriculum advising tools)
- ability to view personal information

While some information is available through CyberFriar's "public" access views, many of its features are only available through the system's secure password-protected log-on page for members of the Providence College community. Every Providence College student and faculty and staff member is assigned his or her own unique Banner ID and Personal Identification Number (PIN).

All new students will be sent their log-in information for CyberFriar. Log-in information for Sakai, the campus network, and e-mail will also be included. If a student has not yet received a Banner ID, they should contact the Office of Enrollment Services at 401.865.1033. The initial PIN is randomly generated. Users must change the PIN to something more unique for each system. Changing the PIN in one system does not automatically change it in the others. As with all personal information, it is vitally important that the utmost confidentiality is maintained with the Banner User ID and PIN, since those with access to a user's personal Banner ID and PIN would have full access to view or alter personal information (addresses, registered courses, etc.).

Course Archive/Reactivation Policy

The College maintains an archive of courses that have not been offered in recent years and are not expected to be offered in the near future. Academic departments/programs may choose to reactivate courses from the archive within 10 years from when last offered upon review by the Executive Subcommittee of the Graduate Council. Please visit the Enrollment Services Web site for the current list of archived courses.

Student Identification Cards

All matriculating graduate students should obtain a photo PC ID card by applying in Harkins Hall, Room 404, between the hours of 8:30 a.m. and 4:30 p.m. (a photo will be taken). The PC ID Card serves as on-campus identification and allows students to borrow books from the library and use other campus facilities. Graduate students may add money to their card for use on campus in dining areas, laser printers, and vending and copy machines.

Transcripts

The transcript is the student's official academic record. Official transcripts are sent at the written request of the student to other colleges or universities, graduate schools, or prospective employers. The student's written request must be received before a transcript will be released. The student can complete a Transcript Request through CyberFriar, via the Transcript Request Form available on the Office of Enrollment Services' Web site (<http://www.providence.edu/enrollment-services/students/Pages/request-transcript.aspx>) or in person in the Office of Enrollment Services, Harkins Hall, Room 310. Transcripts will be withheld if the student has a financial obligation to the College. Allow two weeks for processing a transcript request.

Confidentiality of Student Educational Records

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, is a federal law governing the privacy of personally identifiable information in student educational records that provides specific rights to students with respect to those records. A student is any person who attends or has attended the College. Education records are any records (in handwriting, print, tapes, film, computer, or other medium) maintained by the College or an agent of the College that are directly related to the student. Education records include financial aid, academic, disciplinary and health records, and other personally identifiable information.

A personal record kept by a faculty or staff member, if it is kept in the sole possession of the maker of the record, is not accessible or revealed to any other person except a temporary substitute for the maker of the record, is not used for purposes other than a memory or reference tool, and is not an educational record. Grades on peer-graded tests or assignments before they are collected and recorded by a faculty member are not educational records. A record created and maintained by the Office of Safety and Security for law enforcement purposes is not an educational record. An employment record of a person whose employment is not contingent on the fact that he or she is a student is not an educational record. A record made or maintained by a

physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, if the records are used only for treatment of a student and made available only to those persons providing the treatment, is not an educational record (other laws protect the confidentiality of medical or treatment records). An alumni record that contains information about a student after he or she is no longer in attendance at the College and that does not relate to the person as a student is not an educational record.

A student has the following rights: to inspect and review his or her educational records; to request an amendment to a record that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA; to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent; and to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. In accordance with FERPA, the College provides annual notice to students regarding these rights.

The College's policy is to release information from a student's educational record directly, and only, to that student. There are a number of exceptions to this non-disclosure policy, including one for health or safety emergencies. The law permits the College to disclose otherwise private and confidential information from an education record to appropriate parties in an emergency situation if knowledge of the information is necessary to protect the health or safety of the student or other individuals. Appropriate parties may include school officials, parents, law enforcement authorities, emergency responders, public health officials, medical personnel, and other members of the community.

The College is permitted, with or without a student's consent, to inform parents when their student has violated any law or College policy regarding the use or possession of alcohol or a controlled substance if the student is not yet 21 years of age. The College is permitted to disclose to anyone the final results of a disciplinary proceeding conducted against a student who is an alleged perpetrator of a crime of violence or a non-forcible sex offense if it is determined that the student committed a violation of the College's own rules or policies with respect to such crime or offense. In any disciplinary proceeding alleging a crime of violence or non-forcible sex offense, both the accuser and the accused will be informed of the final results and any sanction imposed against the accused.

The College is permitted to disclose any and all education records, including disciplinary records, to another institution at which a student seeks or intends to enroll if that information is related to the student's enrollment or transfer; this includes but is not limited to updated or corrected information.

The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with a legitimate educational interest in the records. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including Safety and Security staff and Student Health Center staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an

attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest in the educational record if the official needs to review the record in order to fulfill his or her job-related responsibilities.

Disclosure without consent is permitted when the College is returning records to the apparent creator (e.g., of a transcript or letter) to verify authenticity. Disclosure without consent is permitted to comply with a judicial order or lawfully issued subpoena, provided the College makes a reasonable effort to notify the student of the order or subpoena prior to release unless the subpoena specifies that notice is prohibited.

Disclosure without consent is permitted to lending institutions in connection with an application for or receipt of financial aid. Disclosure without consent is permitted to Veterans Administration officials.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which education records and personally identifiable information (PII) contained in such records - including Social Security Numbers, grades, or other private information - may be accessed without the student's consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to student records and PII without the student's consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to education records and PII without the student's consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive a student's PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without student's consent PII from education records, and they may track participation in education and other programs by linking such PII to other personal information about the student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

A student has the right to block the release of directory information. Directory information is student data not generally considered harmful or an invasion of privacy if disclosed; the College, at its discretion, may release directory information. Currently, directory information is limited to the following: name; address (local and permanent); telephone listing (local and permanent); e-mail address; date and place of birth; major field of study; class year; participation in officially recognized activities and sports; height/weight of members of athletic teams; enrollment status (e.g., full-time or part-time); dates of attendance; degrees and awards received; and previous education institutions attended. A student may, to the extent permitted by FERPA, block the

release of directory information by filing timely, written notice with the Office of Enrollment Services.

All personally identifiable information not included as directory information is confidential. That information includes, but is not limited to, the following: name of a student's parent(s) or other family members; address of a student's family; a personal identifier such as a Social Security number or student number; race/ethnicity; gender; a list of personal characteristics; academic evaluations and grades; transcripts and other academic records; scores on tests required for a new student; and a student's class schedule.

If a student wishes to authorize disclosure of confidential information to parents/guardians or any other designated individual, institution, or entity, a Release of Information Authorization Form must be filed with the Office of Enrollment Services, Harkins Hall, Room 310. Once the appropriate written authorization by the student is received in this office, designated individuals may be informed of the student's status at Providence College with respect to grades, academic standing, and financial obligations; this authorization remains in effect for as long as the student is enrolled at the College. If at any time after submission of the form the student wishes to revoke consent or modify the list of individuals, institutions, or entities authorized to receive confidential information, a new authorization form must be completed and submitted to the Office of Enrollment Services.

Students may obtain more detailed information about FERPA, including the procedures for exercising their rights, in the Office of Enrollment Services, Harkins Hall, Room 310.

Policy on Drug-Free Campus

Providence College, in compliance with the Drug Free Schools and Communities Act Amendment of 1989, has adopted and implemented a program to prevent the illicit use of drugs and the abuse of alcohol by students and employees of the College, which includes enforcement of policies and standards of conduct with respect to behavior on College property and behavior at any College-sponsored events.

Discipline

Refer to the Providence College *Student Handbook* for a detailed description of College policies, student responsibilities, rights of and grounds for appeals, and disciplinary procedures.

Academic Integrity

Our Judaeo-Christian heritage and our commitment to the intellectual and moral growth of our students are central to the Mission of Providence College. We are committed to developing the habits of living a productive life that includes the conscious and public practice of integrity. Our Mission inspires us to pursue Truth, and to identify God as Truth, and thus we are committed to cultivating the virtue of honesty in all aspects of campus life, especially in our pursuit of Truth in the classroom. We recognize that violations of integrity are harmful not only to our own pursuit of Truth, but are detrimental to the entire learning community of our College in that they

dishonor our efforts and compromise our dedication to a spirited pursuit of learning. To such an end, we expect our faculty, students, and administrators to support this culture of honesty, integrity, and respect for the Truth. We believe that the best way to assure that our community embraces a lifelong commitment to integrity is through the full participation of students in the process of development and implementation of a policy that allows for practice of integrity among our entire College community.

I. Definitions and Responsibilities

A. Definitions

The principal violations of academic integrity include, but are not limited to, plagiarism, cheating, forgery, lying, and collusion. Types of academic activities governed by this policy include, but are not limited to, exams, quizzes, papers, graded homework, group assignments, online assignments, lab projects, lab reports, or any other assignments given by an instructor.

1. Plagiarism: copying or stealing the thoughts, ideas, descriptions, or arguments of another person and presenting them as one's own or attributing them to oneself.
2. Cheating: practicing deception or fraud by obtaining information in ways contrary to rules or instructions.
3. Forgery: creating a false document or altering a real one to be used as if genuine. This practice includes signing another's name without permission.
4. Lying: knowingly telling an untruth verbally or in writing, including knowingly telling instructors, deans, or other officials untruths.
5. Collusion: assisting or attempting to assist another student in an act of academic misconduct; working together on an assignment meant to be completed independently.
6. Fabrication: submitting contrived or altered information in any academic exercise, such as making up data, citing nonexistent articles, contriving events and sources of information.
7. Duplicate Submissions of the same work: submitting any work for the purpose of fulfilling a subsequent assignment without appropriate revision to meet the instructional goals of the current course. In cases of uncertainty or ambiguity, a student should consult with the instructor.

B. Responsibilities

1. Students: Students are expected to understand this policy and to exercise diligence in following it. They are to take credit only for work that they have completed through their own efforts within the guidelines established by the instructor. When aware of an instance of academic misconduct, students are expected to notify the instructor, department chair, or dean of undergraduate and graduate studies, with or without revealing the name of the person committing the violation.

2. Faculty: In each course, the instructor is expected to address students on academic integrity and how it applies to the assignments for that course; the academic integrity policy should be included among the other policies of the course that are articulated or referenced in the syllabus. Faculty members are expected to take appropriate measures to prevent the occasion for collusion, such as using different exams for separate testing periods. Instructors are expected to treat students in a fair and uniform fashion and to report each act of academic misconduct in accord with this policy.

II. Adjudication of Acts of Academic Misconduct

A. Initial Determination of Infraction

The instructor who observes or suspects an act of academic misconduct first must discuss the incident with the student(s). The instructor may request that his or her department chair be present at that discussion. The instructor is expected to treat the student(s) respectfully and fairly, and the student(s) are expected to respond honestly to the questions posed. If the instructor is convinced that an act of academic misconduct has occurred, he or she shall impose an appropriate sanction in the form of compensatory course work, a grade reduction, or a failing grade, consistent with the academic integrity policy of the course. The sanction should reflect the gravity of the infraction and the instructor's assessment of the student's intent.

In all cases where the instructor has determined that there has been a violation of academic integrity in which a penalty has been imposed, he or she is required to report, in writing, the infraction to the student(s), to the chair or program director(s) related to that course, and to the dean of undergraduate and graduate studies, within 7 days of the determination that an act of academic misconduct has occurred. A form for this purpose is available online: <http://www.providence.edu/dean-office/undergraduate-students/Pages/forms.aspx>. Once the report is filed, the dean of undergraduate and graduate studies shall notify the student(s) in writing.

B. Review Process

1. Determination of Review

If the dean of undergraduate and graduate studies, in consultation with the involved parties (the student and the instructor), determines that the infraction is very grave, or if the student's file includes documentation of a prior finding of "responsible for violating the academic integrity policy," then she or he shall require that the case be reviewed by the Academic Integrity Review Board. In all other circumstances, the student is not obligated to proceed with a hearing before the Academic Integrity Review Board if he or she accepts the sanctions imposed by the instructor.

If a student feels that he or she has been wrongly accused of an infraction of the Academic Integrity Policy, or believes that he or she has been unjustly penalized for the same, he or she has the right to appeal to the Academic Integrity Review Board. If two or more students are jointly

accused of the same infraction, their cases will normally be considered individually, except in extraordinary cases as determined by the dean of undergraduate and graduate studies.

A student who wishes to appeal the instructor's conclusion that the policy has been violated and/or the specific sanction imposed by the instructor must appeal in writing to the dean of undergraduate and graduate studies. The student must submit his/her appeal within one month of receiving the instructor's sanction, unless the dean determines that extraordinary circumstances warrant an appeal filed later than one month after the student is notified. An appeal of an instructor's sanction can be initiated by the respondent only.

2. Academic Integrity Review Board

The Academic Integrity Review Board shall consist of seven regular members:

- a) two faculty members appointed by the president of the College, (one of whom will be designated by the president as the chair of the board), and one faculty member appointed by the Faculty Senate;
- b) three students selected by the dean of undergraduate and graduate studies from a list of five nominees chosen by Student Congress. To be eligible for nomination by Student Congress, a student must not have been previously cited for an infraction of this Code and must not be currently under any individual disciplinary sanction from Student Affairs; and
- c) the dean of undergraduate and graduate studies, *ex officio*.

The president of the College will also appoint two faculty members as alternates, the Faculty Senate will appoint one faculty member as an alternate, and the Student Congress will nominate three student alternates. The dean shall exercise the right to vote only in the case of a tie. The term of each (non-*ex officio*) member shall be two years, commencing July 1 and ending June 30. The terms of office shall be staggered to allow for continuity on the Board. The members of the Board shall be appointed or elected in the spring semester for the following academic year.

If a student member of the Board is accused of a violation of the academic integrity policy, he or she shall not participate in the adjudication of the case. If the Academic Integrity Review Board issues sanctions against a student member, then that student member shall be removed from the Board. Student members of the Board have the responsibility to excuse themselves from deliberations if they have a familiarity with the respondent that creates a conflict of interest in fact or appearance. Faculty members of the Board have the responsibility to excuse themselves if they have been involved with the case prior to its coming to the Board. In such cases, the chair of the Academic Integrity Review Board shall select replacements on a case-by-case basis from the designated lists of alternate members.

The Board shall conduct its business following the current version of Robert's Rules of Order. A quorum that includes both faculty and student representation is necessary for the Board to conduct business.

The chair of the Board shall keep a summary record of the number, type, and outcome of hearings, excluding any details that may identify the parties involved, and shall file an annual summary report with the dean of undergraduate and graduate studies and to the provost and senior vice president for academic affairs.

3. Processing of Cases by Review Board

Within 10 business days of a written appeal by a student or a referral by the dean of undergraduate and graduate studies (whichever date is the sooner of the two), the chair of the Academic Integrity Review Board must convene the Board to review a referred case. Time frames may be adjusted for compelling reasons, with notification and an explanation provided to the student and the instructor. The Review Board shall consist of the members of the Academic Integrity Board plus one additional faculty member from the department or program of the instructor who reported the incident. That faculty member will be appointed by the chair of the Academic Integrity Board.

The chair of the Academic Integrity Review Board (or his/her faculty member of the Board designee) shall chair the hearing. During the review, 1) the instructor will have the opportunity to explain why he or she has judged that there has been an infraction of the academic integrity policy and, where the student has appealed the sanction, to explain the rationale, and 2) the student will have the opportunity to defend himself or herself against the charge of academic misconduct and/or to explain why he or she believes the instructor's sanction is not appropriate.

Both the instructor and the student have the right to have advisors who are members of the College community. The advisor's role is limited to providing support and consultation; the advisor may not actively participate in the hearing. Instructors and students may call witnesses or submit evidence, and each must submit his or her evidence of written documentation in writing and may appear before the Review Board. To help prepare for the hearing, the respondent has the right to review all evidence in advance of the hearing. The Review Board may, at its discretion, meet separately with the instructor and the student involved. The hearing will be closed to persons other than those who are directly involved.

When the Review Board is satisfied that all relevant information has been presented, the chair will excuse the involved persons if they are in attendance. The Review Board will then deliberate on the evidence and make a decision on the case. A simple majority vote is required in all decisions. Within 48 hours, the chair will notify, in writing, both the student and the instructor of the outcome of the hearing. A copy of all outcomes will be filed with the dean of undergraduate and graduate studies. The dean will implement all decisions.

4. Sanctions Assigned by the Review Board

If a student is found, by simple majority vote of the Review Board, in violation of the College's policy on academic integrity and that the sanctions imposed by the instructor are consistent with stated course policy, then sanctions previously assigned by the instructor will be upheld and the instructor's initial report will be placed in the student's file until three years after the conferral of the degree for graduation, at which point it shall be destroyed. The Review Board, after

consultation with the instructor, may impose additional sanctions which may include, but are not limited to, suspension and dismissal.

If by majority vote the Review Board determines that the charge of academic misconduct is not supported, then the instructor's initial report will be destroyed, and the instructor will be informed that he or she should grade the assignment(s) in question on their merits. If a student wishes to appeal a final course grade, he or she should follow the College's policy on academic grievances.

C. Subsequent Offenses

If a report of academic misconduct submitted to the dean of undergraduate and graduate studies turns out to be a second offense for that student, the report will be submitted to the Review Board for a hearing. During the hearing, the student may challenge the academic misconduct charge, or the student may admit sufficient facts to constitute a second offense. If the Review Board upholds the instructor's finding of misconduct, the Review Board will determine an appropriate sanction, taking into consideration all relevant factors, including the arguments presented by the student and instructor.

If a student is found responsible for a second offense of misconduct, the student shall be suspended from the College for one semester; however, the Review Board has authority to evaluate relevant factors such as intent, severity, and other circumstances, and to impose a sanction that does not include suspension. If the Review Board decides to impose a sanction other than suspension, it shall articulate in writing its reasons for doing so.

If a student is found responsible for a third offense of misconduct, the student shall be dismissed from the College; however, the Review Board has authority to evaluate relevant factors such as intent, severity, and other circumstances, and to impose a sanction that does not include dismissal. If the Review Board decides to impose a sanction other than dismissal, it shall articulate in writing its reasons for doing so. According to the determination of the dean of undergraduate and graduate studies, suspension and dismissal shall be effective either immediately or at the conclusion of the semester in which the determination of the violation of policy occurred.

D. Final Appeals

1. Appeals of sanctions of suspensions or dismissals: A student may appeal a suspension or dismissal from the College for reasons of academic misconduct to the provost and senior vice president for academic affairs of Providence College. Such an appeal must be submitted in writing within 5 business days of the chair of the Review Board's notification to the student. Possible appellate grounds are: i) alleged procedural errors that could have affected the determination of the Review Board; ii) newly discovered facts not previously available or known that could have had a significant impact on the determination of the Review Board; and/or iii) a request for review of the sanction and the rationale for such a review, including any mitigating circumstances. The provost and senior vice president for academic affairs will decide the appeal based on a meeting with the student and/or written submissions. The provost and senior vice

president for academic affairs will issue an appellate decision within 10 business days of the appeal. The provost and senior vice president for academic affairs may affirm the Review Board's decision, remand the matter to the Review Board with instructions for further review, or dismiss the charges.

2. Appeals of sanctions of dismissal: A sanction of dismissal for academic misconduct that is affirmed by the provost and senior vice president for academic affairs may be appealed by the student to the executive vice president. The appeal must be filed in writing by the student within 5 business days of the Review Board's notification to the student. The executive vice president will decide the appeal based on a meeting with the student and/or written submissions. The executive vice president will issue an appellate decision within 10 business days of the date of the appeal. The executive vice president may affirm or amend the decision of the provost and senior vice president for academic affairs. Decisions made by the executive vice president are final.

E. Maintenance of Records

Records of offenses and sanctions will be maintained in the student's file in the office of the dean of undergraduate and graduate studies for a period of 3 years after the conferral of the degree for graduation.

Copyright Policy

The federal Copyright Law (Title 17, United State Code, Section 101 and following) requires all members of the Providence College community to respect the proprietary rights of owners of copyrights and to refrain from actions that constitute an infringement of copyright or other proprietary rights. Copyright Guidelines have been developed to assist members of the community to comply with federal copyright law. Members of the Providence College community are expected to become familiar with these Copyright Guidelines, to act with careful consideration of their requirements, and to seek assistance whenever necessary and as directed.

Willful disregard of Providence College's Copyright Policy by members of the community may result in personal liability in the event that legal action is taken against them. Further, the College may refuse to defend employees named in a court suit and employees may be personally liable for any damages incurred as a result of the copyright violation.

Please refer to the Phillips Memorial Library's Web site for the Guidelines and other resources focused on copyright law and higher education:

<http://www.providence.edu/library/research/Pages/Copyright.aspx>.

Academic Grievance

The purpose of this policy is to provide students with a fair and timely resolution process at the most proximate level, as close to the source of concern, as possible. The following procedures should be used by a student who wishes to appeal a final course grade or to file an academic grievance. In some cases, a student's grievance may be more appropriately addressed by another

College grievance procedure; for example, a student who believes that he or she has experienced discriminatory harassment may be advised to follow the grievance procedures provided in the College's anti-harassment policy.

Other than the appeal of a final course grade, circumstances in which a student may have cause to file an academic grievance include the following: the student claims that an instructor has failed to follow applicable College policies to the detriment of the student or the student claims that an instructor has habitually treated the student in an arbitrary or capricious manner to the student's detriment. These procedural steps do not preclude the student and instructor from attempting to resolve the matter at any time during the grievance process. The time frames provided for resolving the grievance may be adjusted for compelling reasons with an explanation and notice to the student and instructor. Once a student contacts an instructor, all academic records that may be relevant to the grievance should be retained until the matter is resolved.

Clarification Regarding Academic Grievances

A student bears the responsibility for proving that a final course grade is incorrect. Instructors exercise professional judgment regarding academic matters, consistent with applicable College policies, and the College will not normally intervene or overrule the instructor at the request of a student who, for example, claims that an instructor's standards are too high, that assignments are unreasonable, or that other course-related practices or expectations applied to the class as a whole (e.g., an instructor's policy regarding attendance or missed deadlines) are unfair.

Informal Attempts to Resolve the Grievance

1. The College encourages reciprocal and respectful dialogue between the student and an instructor when there is a disagreement about a final grade or other academic decision. Accordingly, prior to filing a formal grievance and as soon as possible after the final grade is posted or the decision is made, a student must make a reasonable attempt to resolve the issue by communicating his/her concerns directly to the instructor (preferably in a meeting) and seeking clarification for the final grade or decision. Whenever possible, the instructor should respond to the student within ten (10) business days of receipt of the student's inquiry.
2. If the student is not satisfied with the instructor's response, if the student does not receive a timely response, or if the student is unable to contact the instructor owing to retirement, sabbatical, or other compelling reason, the student may attempt to resolve the grievance by discussing it (preferably in a meeting) with the graduate program director in which the course was taught in a timely manner, normally within the first two weeks of the semester subsequent to the semester in which the aggrieved decision occurred. The program director should respond to the student within ten (10) business days of receipt of the student's inquiry.
3. If the student is not satisfied with the program director's response, or if the student does not receive a timely response, the student may attempt to resolve the grievance by discussing it with the dean (or dean's designee) of the school administering the course within the next ten (10) business days. Whenever possible, the dean (or dean's designee) should respond to the student within ten (10) business days of receipt of the student's inquiry.

Formal Attempt to Resolve the Grievance: Academic Appeals Committee

The College has established an Academic Appeals Committee to resolve formal academic grievances. The committee consists of two faculty members, plus an alternate, selected by the president of the Faculty Senate; two student members, plus an alternate, appointed by the Student Congress; and two faculty members, plus an alternate, appointed by the president of the College. The chairperson is elected by the committee from among its appointed faculty members.

A faculty or student member of the committee shall recuse himself or herself from service in situations where there is a conflict of interest in fact or the appearance of a conflict of interest; this member will be replaced by the committee's alternate faculty or student alternates, respectively.

The committee, when appropriate, shall seek the aid of qualified personnel, either from within or outside the Providence College academic community.

1. If a satisfactory resolution is not reached after the informal attempts are made, the student may file a formal, written complaint with the chairperson of the College's Academic Appeals Committee prior to the mid-semester date of the semester subsequent to the semester in which the aggrieved decision occurred. The written complaint should be as complete and factual as possible, with details regarding the specific nature of the grievance and the specific steps taken by the student to attempt resolution; a copy of all correspondence and other related material should be submitted with the complaint. Every reasonable effort will be made to preserve confidentiality.
2. Immediately upon receipt of the formal complaint, the chairperson of the Academic Appeals Committee will notify the instructor and provide him/her with an opportunity to submit a written account of the disputed matter.
3. Whenever possible, the committee will convene, investigate, and deliberate within fifteen (15) business days of receipt of the formal complaint. After it reviews written submissions, the committee will provide the student with an opportunity to present his/her complaint. The committee will also interview the instructor against whom the complaint is made, and other members of the College community as deemed necessary. Members of the College community asked to provide information are mandated to cooperate with the committee. The committee's deliberations and the hearing will be closed to persons other than those who are directly involved.
4. Within five (5) business days of the final hearing, the committee will communicate in writing its findings and recommendation(s) to the student and the instructor, with a copy to the school dean (or dean's designee). If the committee determines that the student's grievance should be denied, the decision is final and the matter will be considered closed. If the committee determines that the student's grievance has merit and the instructor adopts and implements the committee's findings and recommendation(s), the matter will be considered closed.

5. If the committee determines that the student's grievance has merit and the instructor declines to adopt and implement the committee's findings and recommendation(s), the committee will submit the grievance file, with its findings and recommendation(s), to the provost and senior vice president for academic affairs for consideration. The provost and senior vice president for academic affairs, who may consider the matter on written submission alone, will communicate his/her decision in writing to the student and the instructor, with a copy to the school dean (or dean's designee) within ten (10) business days of receipt of the grievance file. The decision of the provost and senior vice president for academic affairs will either uphold the recommendation(s) of the committee in total or in part, or reverse the recommendation of the committee, or return the case to the committee for reconsideration. The decision of the provost and senior vice president for academic affairs shall be final.

General Degree Requirements

All students must meet the following criteria to be eligible for the master's degree:

1. A minimum of 30 earned credit hours. *Some programs may have higher credit-hour requirements.*
2. A minimum 3.00 (4.0 scale) cumulative quality point average. The College does not round grade point average; the official GPA is truncated to the hundredths digit.
3. A limit of five calendar years is the maximum time allotted for the completion of all requirements for the master's degree, with the exception of the programs in theology (which allow ten years for completion).
4. Students are responsible for meeting the graduation requirements of their program. Modification of any departmental rule can be made only with written approval of the program director in consultation with the Office of the Dean of Undergraduate & Graduate Studies.

The value of each course is stated in terms of credit hours. A credit hour requires the equivalent of at least one classroom period of 50 minutes or a laboratory period of from one to four hours per week throughout the term, plus out-of-classroom work of 2 hours for each hour of instruction. Graduate degrees include a significant component of coursework in addition to any supervised research or practice.

Honor Societies

Providence College has established a local chapter of the following national honor societies. Students accepted into national honor societies will have their membership noted on an official transcript.

Theta Alpha Kappa

National Honor Society for Religious Studies & Theology

Phi Alpha Theta

National History Honor Society

Beta Gamma Sigma

International Academic Honor Society Recognizing Business Excellence Accredited by AACSB International

Programs of Study

Business Program (MBA)

Jacqueline Elcik, *Assistant Dean for Graduate Programs, Student Engagement and Assessment*
Koffler Hall 115
401.865.2294
jelcik@providence.edu

School of Business Mission Statement

Overarching Mission: To provide a values-based business education integrated with the liberal arts and grounded in the Catholic Dominican tradition.

The Providence College MBA Program gives consideration to responsibility and social purpose as well as to the technical aspects of business. In short, Providence College recognizes the critically important challenge of "humanizing" business administration programs. The Providence College MBA Program fosters an interdisciplinary approach to the problems facing Rhode Island, American, and international business organizations. Faculty are drawn from the business disciplines and related academic fields, as well as from the business world and professional communities.

Admission Requirements

The Providence College MBA Program seeks to enroll students who are ready for the academic rigor of graduate study, willing and able to meaningfully contribute to their courses, and experience working in industries that would encourage an interactive and vibrant learning community.

- A completed online admission application form and paid application fee
- Official transcripts of undergraduate and graduate course work
- Personal statement (uploaded with online application)
- Resume (uploaded with online application)
- Two recommendation forms, preferably one from an academician and one from an employer familiar with the student's potential for graduate study
- Results of the Graduate Management Admission Test (GMAT)
- Once accepted no student will be allowed to enroll in classes until they submit a completed Letter of Intent to the program office. Full time (9 credit/semester) students must also submit a completed immunization form.

Program Overview

The Graduate Studies Program in Business Administration offers a curriculum of study leading to the master's degree in business administration (MBA). The management-oriented program

provides knowledge and experiential learning to those seeking advancement in their business careers and to others who seek an advanced degree before entering the business community. The program is designed to develop the decision-making ability of the student in analyzing and solving business problems and to provide students with practical courses that can be used to improve their job performance. While the core of the MBA curriculum provides breadth of knowledge, students can develop depth of knowledge in a particular area through the completion of an elective based concentration: accounting, finance, management, or marketing.

Degree Requirements

The MBA Program requires a total of 12 to 21 courses, depending on the student's undergraduate preparation. Students must fulfill MBA foundation (prerequisite), core, and elective courses to complete the degree. Detailed information and MBA program plans can be found at <http://business.providence.edu/mba-programs>.

Foundation/Prerequisite Courses

The MBA Program requires that students achieve competency in the foundation/prerequisite courses listed, to graduate.

Equivalent Graduate Foundation Course	PC Course Equivalent	MBA Course Equivalent
Financial Accounting and Managerial Accounting	ACC 203/204	MBA 548
Managerial Finance I and Managerial Finance II	FIN 207/FIN 308	MBA 532
Micro Economics and Macro Economics	ECN 101/102	MBA 533
Mathematics for Business Analysis	MTH 108	
Statistical Analysis of Business	FIN 217	
Principles of Marketing	MKT 205	

MBA Core Courses

The following core courses are required:

- MBA 603 - Accounting and Decision-making in Organizations
- MBA 677 - Professional Ethics and Responsibility OR MBA 611 - Accounting Ethics
- MBA 626 - Financial Management for Corporations
- MBA 651 - Marketing Management in Competitive Environments
- MBA 676 - Organizational Effectiveness through People and Teams
- MBA 689 - Managing Information Resources
- MBA 690 - Operations and Service Management
- MBA 699 - Real-Time/Real-World Experience: Business Internships
- MBA 700 - Strategic Management in a Global Business Environment

MBA Courses

Students are encouraged to take MBA 603, 626, 651, and 690 early in their studies because they are prerequisite courses for MBA 700. MBA 700 functions as the capstone course for the MBA Program and, as a result, should be taken at the end of the student's program of study (see MBA Capstone Policy).

Students who have six undergraduate courses with a "B" average or better in accountancy, finance, management, and marketing may waive the related MBA core course. This course must be replaced with an elective. Students must complete at least 12 MBA core and elective courses (36 credits) to satisfy the degree requirements.

Please visit <http://business.providence.edu/mba-academics> to view MBA curriculum and recommended plans of study.

MBA Electives

In addition to the MBA core, students are required to take at least three elective courses. In some cases, students may take more classes if they waive a required course. Elective and prerequisite offerings may vary by term/year and cannot be guaranteed. Questions about current or future offerings should be directed to the MBA Program Office, or the current offerings can be found on CyberFriar each semester.

MBA Concentrations

The MBA Program offers concentrations in accountancy, finance, management, and marketing. To fulfill an MBA concentration, students must complete at least three electives in one of these areas. A concentration is not required to graduate.

Students must submit a Concentration Declaration Form to the MBA Program Office when admitted to the program.

Internships

MBA candidates must complete an internship and complete the MBA internship course (MBA 699). The internship may be waived with the permission of the MBA Program director if the student has commensurate career experience, and an elective must be substituted in its place.

MBA Capstone Policy

MBA 700 - Strategic Management in a Global Business Environment is the capstone course for the MBA degree and should be taken toward the end of a student's program. An MBA candidate must have completed the required prerequisites and be in good academic standing (GPA 3.0 or higher) to enroll.

Transfer Credits

Graduate courses, which have not been applied toward another degree, are evaluated for transfer credit by the MBA program director for suitability to the requirements of their particular program. Additionally, the transfer of graduate courses is governed by the following College policies:

1. A maximum of six graduate credits may be transferred;
2. They must be from an AACSB accredited institution of higher learning;
3. They must have been taken within five years of the date of transfer (unless an exception is made for a particular course by the program director); and
4. A minimum grade of "B" is required.

Students must complete an MBA transfer form, submitted with a syllabus and transcript, for approval from the program.

Thesis

A thesis, while not required, may be completed and can substitute for two elective courses with permission of the MBA program director. The thesis may be essentially academic or could be based on a practical business topic.

Study Abroad

There are international options available, such as short-term programs, exchange programs, and international internships. Contact the MBA Program Office for more details.

Education

The Graduate Studies Program in Education offers courses of study leading to a master's degree in education (M.Ed.) in the areas of school administration, counseling, literacy, secondary education (Providence Alliance for Catholic Teachers- PACT), special education, and urban teaching. Each program was planned after extensive examination of certification requirements in the State of Rhode Island. All graduate education programs have received state approval, except for urban teaching which does not lead to a certificate. Rhode Island is a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC), therefore, students who complete a program will receive certification in all 43 states that have reciprocity with Rhode Island.

Admission Requirements

The education programs in administration, counseling, literacy, special education, and urban teaching all require the following:

- Completed application form and application fee
- Personal statement
- Official undergraduate and graduate transcripts
- Two official letters of reference
- Once accepted no student will be allowed to enroll in classes until they submit a completed Letter of Intent to the program office. Full time (9 credit/semester) students must also submit a completed immunization form.

Please note additional requirements specific to each program (please call the appropriate program director for more details):

- Administration (401.865.2881): Miller Analogies Test, active teaching certificate, resumé, one reference from a principal, technology self-assessment, and a list of leadership experiences
- Counseling (401.865.2922): Personal interview
- Literacy (401.865.1987): Miller Analogies Test, active teaching certificate, and one reference from a principal, written response to a school scenario, personal interview
- Special Education (401.865.2912): Personal interview, basic skills testing, active teaching certificate, and one reference from a principal
- Urban Teaching (401.865.2247): Personal interview, one letter from a principal or supervisor

Those applying to the Providence Alliance for Catholic Teachers (PACT) program must contact the PACT office at 401.865.2657 for specific admission procedures. For more information on PACT, please visit www.providence.edu/pact.

Degree Requirements

A portfolio must be completed to achieve certification status in all programs, except urban teaching.

Scholarships

The John Monahan, Francis and Mildred Sullivan, and Rose A. Coccia Scholarships assist racial and ethnic minority students and others who demonstrate a desire and ability to contribute to the College's diversity, who have been accepted into the administration, counseling, literacy, special education, or urban teaching graduate programs. These scholarships will be in the form of a tuition grant with the money deposited directly into the student's account.

Administration

Francis J. Leary, *Program Director*
Harkins Hall 328
401.865.2881
fleary@providence.edu

The Graduate Studies Program in Administration is designed to equip teachers with the skills necessary to become a school administrator. Recipients of Providence College master's degrees in administration have gone on to become assistant principals, principals, and superintendents.

Coursework is designed to provide the prospective administrator with an understanding of both the theoretical and practical aspects of the supervisor's role. Students in the program take a central core of courses dealing with curriculum, evaluation, law, and finance. To this are added courses that deal with community concerns and research techniques. Students are also exposed to innovative governance structures and methods which will further their careers as school administrators. The program culminates with a six-credit internship which requires students to put into practice the theory they have been taught in their classes.

The Sequence

Strand 1

- EDU 501 - Fundamentals of Research
- EDU 504 - Supervision/Personnel Problems in Education
- EDU 810 - Data Analysis, Technology, and the Principal

Strand 2

- EDU 505 - School Law
- EDU 508 - Program Evaluation—Systems Approach to School Improvement
- EDU 512 - School-Community Relations
- EDU 513 - Supervision of Instruction
- EDU 516 - School Finance
- EDU 522 - The Administration of Leadership in the K-12 Schools
- EDU 532 - Curriculum Design and Construction

Strand 3

- EDU 530 - Internship in Elementary Administration
- EDU 536 - Internship in Secondary Administration

(For a total of 36 credit hours)

Counselor Education

John T. Hogan, Ph.D., *Program Director*
Harkins Hall 328F
401.865.2922
jhogan@providence.edu

The Graduate Studies Program in Counselor Education has three program pathways. The first, School Counseling, prepares students to become either PK-12 school counselors. The second, Agency Counseling, prepares students to work in non-profit and governmental mental health agencies. The third, Higher Education Counseling, prepares students to work in colleges and universities in student affairs and academic affairs offices.

The three pathways share a common foundation of coursework in counseling theory and skills, followed by a series of specialized courses and internships that are designed to provide the guided experience needed to be successful in a specific pathway.

Students will consult with the Program Director at the point of admission to determine which pathway the student intends to follow. Students may change their decision at any time while completing Strand I below, but may not change after that point without completing additional coursework.

The Sequence

Strand 1: Common Foundational Courses for All Students

- EDU 501 - Fundamentals of Research
- EDU 538 - Developmental and Cross-Cultural Theories in Counseling
- EDU 541 - Theories of Counseling
- EDU 542 - Career Information
- EDU 546 - Group Counseling
- EDU 558 - Ethical & Legal Issues in Counseling
- EDU 562 - Assessment, Measurement, and Data in Counseling

Strand 2: Pathways (Students Select One in Consultation with Program Director)

School Counseling

- EDU 540 - Principles of Guidance
- EDU 645 - Families in Crisis
- EDU 829 - Designing & Implementing a Counseling Program

Agency Counseling

- EDU 539 - Counseling Victims of Abuse OR
- EDU 551 - Counseling the Alcohol and Chemical Dependent

- EDU 573 - Mental Health Counseling

- EDU 663 - Diversity Seminar OR
- EDU 645 - Families in Crisis

Higher Education Counseling

- EDU 539 - Counseling Victims of Abuse OR
- EDU 573 - Mental Health Counseling

- EDU 551 - Counseling the Alcohol and Chemical Dependent

- EDU 663 - Diversity Seminar OR
- EDU 645 - Families in Crisis

Strand 3: Practicum and Internships

- EDU 544 - Counseling Pre-Practicum
- EDU 548 - Counseling Practicum
- EDU 561 - Counseling Internship I
- EDU 568 - Counseling Internship II

(For a total of 42 credit hours)

Literacy

Beverly A. Paesano, Ph.D., *Program Director*
Harkins Hall 328
401.865.1987
bpaesano@providence.edu

The Graduate Studies Program in Literacy requires participants to complete 36 semester hours of graduate credit, which includes both campus-based courses and practical field experience in local schools. Through a carefully designed sequence of courses and experiences, graduates will be prepared to meet the literacy needs of students in elementary, middle, and secondary classrooms.

The program reflects a commitment to the integration of literacy theory, curriculum, and practice

with methods of research and inquiry. In addition, participants will develop the leadership skills necessary to organize and support school wide literacy programs.

The Sequence

The following courses are required in the master's program in literacy:

Strand 1: Building Core Knowledge

- EDU 763 - Research in Literacy
- EDU 765 - Models and Processes of Literacy

Strand 2: Applying Core Knowledge to K-12 Learners

- EDU 767 - Children's & Adolescent Literature
- EDU 830 - Best Practices in Primary Grades
- EDU 832 - Best Practices in Middle/Secondary Grades
- EDU 835 - Seminar in Meeting the Demands of the At-Risk Learner
- EDU 840 - Best Practices in Intermediate Grades
- EDU 851 - Teaching Writing K-12

Strand 3: Developing Leadership Through Internship

- EDU 836 - Literacy Clinic (Primary and Intermediate/Middle)
- EDU 837 - Organization and Supervision of Reading Programs
- EDU 842 - The Literacy Coach

Special Education

Barbara M. Vigeant, *Program Director*
Harkins Hall 328
401.865.2912
bvigeant@providence.edu

The Graduate Studies Program in Special Education is designed to provide elementary/secondary certified teachers with the necessary educational background to meet the academic, emotional, and social goals of the student with special needs. Candidates take courses in the areas of assessment, curriculum, and behavior strategies.

Candidates who complete this program will satisfy the requirements for either elementary or secondary certification for children with mild and moderate disabilities. The program can also give additional expertise to individuals who have already completed an undergraduate program and are presently special education teachers.

Candidates are required to pass a special education core content exam before the completion of their program.

The Sequence

The courses required in the master's program in special education leading to initial certification are listed below. All courses in each strand must be completed prior to proceeding to the next strand of courses; each strand serves as a prerequisite to the following strand.

Full-time candidates are able to begin the program in May and complete it in one calendar year. Many candidates, however, enroll in the program on a part-time basis.

Strand 1

- EDU 571 - Communication Disorders
- EDU 608 - Assessment of Individual Differences
- EDU 823 - Introduction and Characteristics of Students with Special Needs
- EDU 649 - Collaboration: Home/School/Community

Strand 2

- EDU 599 - Teaching Students with Autism (elementary only)
- EDU 606 - Teaching Reading to Students with Special Needs
- EDU 613 - Vocational Programming (secondary only)
- EDU 617 - Behavior Strategies
- EDU 636 - Assessment/Curriculum for the Student with Mild/Moderate Disabilities in K-12 Settings
- EDU 811 - Special Education for Children from Diverse Backgrounds

Internship

- EDU 630 - Practicum Teaching Internship/Elementary

OR

- EDU 631 - Practicum Teaching Internship/Secondary

**All courses require field experience hours.
(For a total of 33 credit hours)**

Additional Sequence

Students who have completed an undergraduate certification program in special education will follow this sequence of courses:

- EDU 599 - Teaching Students with Autism
- EDU 606 - Teaching Reading to Students with Special Needs
- EDU 610 - Applying Research to the Teaching of Mathematics
- EDU 613 - Vocational Programming
- EDU 615 - Medical Aspects of Children with Disabilities
- EDU 616 - Advanced Assessment
- EDU 617 - Behavior Strategies
- EDU 811 - Special Education for Children from Diverse Backgrounds

EDU Elective Reading Course

EDU Electives (9 credit hours)

(For a total of 36 credit hours)

Urban Teaching

Nuria Alonso García, Ph.D., *Program Director*
Sullivan Hall 213
401.865.2048
nalonsog@providence.edu

The Graduate Studies Program in Urban Teaching focuses on assisting the teacher in urban school settings in developing the skills needed for long-range success in the classroom. The program focuses on improving participants' understanding of urban learning environments and improving their instructional skills in working with urban youth. The program follows a cohort model and can be completed in as little as one academic year and two summers; however, participants are not required to complete the program in this time frame. Participants in the cohort must hold an active teaching certificate and will ideally have completed at least one year of full-time teaching in a high-need urban school prior to beginning the program. The program does not lead directly to certification; instead, it assists the participant in maintaining his or her current certification and can be used as a launchpad for advanced certification.

The Sequence

The following courses are required in the master's program in Urban Teaching:

- EDU 661 - Culturally Competent Teaching
- EDU 662 - Differentiating Instruction for Diverse Urban Learners
- EDU 663 - Diversity Seminar
- EDU 664 - Capstone: Successful Urban Education

- EDU 665 - English Applied Linguistics

(Fifteen credit hours of electives must also be chosen for a total of 30 credit hours; electives will total 18 credit hours if students select Option 2, below)

Regarding electives, students fulfill this requirement by completing one of the following three Concentration Options:

Concentration Option 1: Individualized Program (15 credit hours)

Students design a 5-course concentration area in consultation with the program director. Courses may be selected from any of our existing graduate offerings in Administration, Counseling, Literacy, and Special Education. Courses from graduate Business, History, Mathematics, or Theology may be taken with the appropriate Program Director's approval.

Concentration Option 2: Joint Teacher Certification Program (18 credit hours)

Students who are not currently certified as secondary education (7-12) teachers but wish to gain that certification through the Urban Teaching Program may select this option. This option consists of 6 graduate teacher certification courses, plus a student teaching experience that does not count towards the graduate program. Please see the Teacher Certification program Web site for more information.

Concentration Option 3: ESP/TESOL Program (15 credit hours)

Students who are currently certified teachers may choose the ESL/TESOL option, which consists of three ESL courses and two individualized electives. These courses will provide teachers with a focused, thorough exploration of ESL content and methods.

The Providence Alliance for Catholic Teachers (PACT)

Br. Patrick S. Carey, cfc, Ph.D., *Director*
Harkins 206
401.865.2657
pcarey@providence.edu

The Providence Alliance for Catholic Teachers (PACT) is a two-year service-teaching program designed to prepare teachers and leaders for Catholic schools. Members of the program teach full-time at a New England diocesan elementary, middle, or high school while studying for a master of education degree.

This program is a member of the University Consortium for Catholic Education (UCCE) with 15 other similar programs in Catholic colleges and universities in the United States. These programs are based on the Alliance for Catholic Education programs at the University of Notre Dame.

Liberal arts and science majors pursue a master's degree in education leading to initial

certification in secondary education in a specific subject area. Education majors with teacher certification pursue a master's degree leading to further certification in literacy, school counseling, or school administration.

Members of the program live in intentional, faith-based communities in residences provided by the program.

For more detailed information about this program, visit www.providence.edu/pact or contact the PACT program office at 401.865.2657.

History

Dr. Paul F. O'Malley, *Program Director*
Ruane Center for the Humanities 133
401.865.2192
pomalley@providence.edu

In the Catholic tradition of Providence College, the Graduate Program in History provides well-qualified students of all backgrounds with the opportunity to develop a comprehensive grasp of the past in order to appreciate more fully the heritage of western and world civilizations and their relationship to contemporary society.

Academic excellence accentuates the program's emphasis on (1) impartial inquiry into the past, (2) harmony of faith and reason, and (3) the pursuit of truth. The program is designed to aid in developing the professional competence of teachers of history. For students seeking a deeper and broader knowledge of historical scholarship, the program also provides them the opportunity to prepare for doctoral studies.

Admission Requirements

- Completed admissions application form and application fee
- Personal statement
- Official transcripts of undergraduate and graduate course work
- Two letters of reference
- 24 credits in history with a minimum "B" average
- Once accepted no student will be allowed to enroll in classes until they submit a completed Letter of Intent to the program office. Full time (9 credit/semester) students must also submit a completed immunization form.

Degree Requirements

Candidates for the master's degree are required to complete thirty credits of graduate-level history, or twenty-four credits plus an acceptable thesis written under the direction of a professor in the student's major field.

At least 18 (but no more than 21) credits must be taken in the major field, three credits of which must be a seminar in the major field. Three additional credits must be taken in Historical Methodology. The remaining credits (six or nine) must be taken in an area other than the major field; a minor field may be designated for these credits. Areas for a minor field include American, Modern European, Medieval, or East Asian history. All students are strongly encouraged to take a course in historiography in their major field.

Students may pursue a Master of Arts degree with a *primary* major in either American History or Modern European History and, if desired, a *second* major in American, Modern European, or Medieval History. (A Medieval major may be chosen only as a *second* major and does not qualify as a *primary* major.)

Three courses a semester designates full-time status. Historical Methodology is offered once a year, and seminars in American and European History are offered once or twice a year. The other courses are offered on a rotating basis. A minimum overall "B" average must be maintained.

Candidates for the master's degree in history must give evidence, in the course of their program, of a reading knowledge of a foreign language approved by the Director. In some instances, a student may be allowed by the Director to substitute a designated computer language course (with a minimum grade of "B") to serve as the language requirement.

After the completion of all coursework, a candidate for the master's degree must pass an oral examination covering the major field and, if applicable, an additional oral examination covering the second field.

Mathematics

Dr. Wataru Ishizuka, *Program Director*
Howley Hall 221
401.865.2784
wishizuk@providence.edu

The Master of Arts in Teaching Mathematics Program is designed specifically for mathematics educators. Excellence in teaching mathematics requires a thorough preparation in both mathematical content and pedagogy. The program prepares our students by introducing a variety of topics in both mathematics and education.

Admission Requirements

- Admission application form
- Application fee
- Official undergraduate transcripts
- Two letters of reference
- Personal statement

- 24 credit hours in mathematics beyond pre-calculus, or 18 credit hours in mathematics beyond pre-calculus and six hours in education, with a "B" average or better in those courses
- One year of calculus
- Once accepted no student will be allowed to enroll in classes until they submit a completed Letter of Intent to the program office. Full time (9 credit/semester) students must also submit a completed immunization form.

Applicants who satisfy most but not all the admission requirements may enroll in a course on a probationary basis.

Mathematics (Teaching)

Degree Requirements

The Master's degree requires the minimum cumulative GPA of 3.0 and the completion of 10 courses, which consist of three components:

I. Four Core Courses:

- MTH 501 - Algebraic Structures I
- MTH 502 - Algebraic Structures II
- MTH 511 - Mathematical Analysis I
- MTH 512 - Mathematical Analysis II

II. Any Three Mathematics Electives:

- MTH 500 - Foundations of Mathematics
- MTH 504 - Differential Equations
- MTH 506 - History of Mathematics
- MTH 507 - Number Theory
- MTH 514 - Numerical Analysis
- MTH 518 - General Topology
- MTH 523 - Probability and Statistics
- MTH 530 - Topics in Geometry
- MTH 536 - Topics in Real Variables
- MTH 537 - Topics in Complex Variables
- MTH 538 - Topics in Algebra
- MTH 539 - Topics in Logic
- MTH 540 - Topics in Applied Mathematics
- MTH 541 - Topics in Category Theory
- MTH 545 - Topics in Combinatorics
- MTH 546 - Topics in Discrete Mathematics
- MTH 547 - Topics in Algebraic Topology

- MTH 548 - Topics in Functional Analysis

III. Any Three Education Electives:

- Any graduate-level education courses
- MTH 516 - Graphing Calculators in the Classroom
- MTH 635 - Object Oriented Algorithmic Computing
- MTH 636 - Graphical User Interfaces in Computer Science
- MTH 640 - Computers in Education
- MTH 709 - Computers in Secondary School Mathematics

Course offerings are designed so that most students can complete the program within two years. Generally, four courses are offered in each semester, and a few more courses in summer sessions.

The Teacher Certification Program in mathematics at the secondary level is also available through the School of Continuing Education, and students may enroll in both programs concurrently.

Theology

Dr. Ian C. Levy, *Program Director*
 St. Catherine of Siena Hall 220
 401.865.2274

The Graduate Program in Theology aims at the cultivation of a broad knowledge of the Catholic Christian tradition in its sources, doctrines, and practices.

The program offers a comprehensive theological formation for those interested in developing professional competence for catechist religious education, secondary theological education, or the pursuit of further doctoral studies in theology. The program is also open to those who desire to study theology in an academic setting apart from specific vocational goals.

Degree Offerings

- Master of Arts in Biblical Studies
- Master of Arts in Theology
- Master of Theological Studies

Admission Requirements

- A completed admission application form and application fee
- A personal statement of purpose

- Graduate Record Examination scores (M.A. programs only)
- Official transcripts of undergraduate and graduate coursework
- Two letters of reference
- 18 credits in theology with minimum "B" average
- Interview with the program director
- Approval by the Committee on Admissions
- Once accepted no student will be allowed to enroll in classes until they submit a completed Letter of Intent to the program office. Full time (9 credit/semester) students must also submit a completed immunization form.

Master of Arts in Biblical Studies (M.A.)

The Master of Arts in Biblical Studies develops the student's acumen for an informed and critical reading of biblical literature in the light of the Christian faith, and emphasizes the development of research skills that prepare the student to engage in further theological study and writing. Historical and cultural studies as well as literary and theological analyses are called upon as resources in the course of the program.

M.A. in Biblical Studies Degree Requirements

For the M.A. in Biblical Studies, students must complete 36 credits of graduate course work in biblical studies, which include 27 credits in the seven required courses:

- THL 500 - Theology: History and Methods
- THL 513 - The Pentateuch
- THL 514 - The Prophetic Faith
- THL 516 - The Wisdom Literature
- THL 519 - Introductory Hebrew
- THL 522 - The Synoptic Gospels
- THL 526 - The Johannine Writings
- THL 528 - The Epistles of St. Paul
- THL 529 - Introductory Biblical Greek

Students who enter with a reading knowledge of the biblical languages may satisfy the requirements for THL 519 Introductory Hebrew and/or THL 529 Introductory Greek by successfully passing a language proficiency exam administered by the Graduate Program in Theology.

After completing the required 36 credit hours of graduate course work, students are required to take a three-hour comprehensive exam, write a thesis under the guidance of a director, and offer an oral defense of the thesis before the faculty.

Master of Arts in Theology (M.A.)

The Master of Arts in Theology degree introduces and explores the major themes in Catholic doctrine and practice, and emphasizes the development of research skills that prepare the student to engage in further theological study and writing. Required and elective courses permit the student to develop both a foundation and pursue an area of interest among courses in doctrine, biblical studies, morality, spirituality, and Church history.

Two areas of concentration are available with this degree: the theology of St. Thomas Aquinas (Aquinas Studies) and the study of Early Christianity (Early Christian Studies).

M.A. in Theology Degree Requirements

For the M.A. in Theology, students are required to complete 30 credit hours of graduate course work, which include the required courses:

- THL 500 - Theology: History and Methods
- THL 512 - Introduction to the Old Testament
- THL 520 - Introduction to the New Testament
- THL 535 - Patristic Theology
- THL 550 - Christ: Word and Redeemer
- THL 670 - Fundamental Moral Theology

Those students who desire to pursue the concentration in Aquinas Studies will take 12 hours of course work in this area in addition to the required courses.

- THL 640 - Thomas Aquinas: Doctrine of God
- THL 642 - Thomas Aquinas: Doctrine of Christ
- THL 644 - Thomas Aquinas: Moral Theology
- THL 646 - Thomas Aquinas: Doctrine of Sacraments and the Church

Students in the concentration on Early Christian Studies will take nine hours of course work in this area in addition to the required courses.

- THL 630 - Early Christian History
- THL 635 - Patristic Exegesis
- One course from among the regular or Special Topics offerings in Early Christian thought

After completing the required 30 credit hours of graduate course work, students are required to take a three-hour comprehensive exam based on a bibliography of primary sources, write a thesis under the guidance of a director, and offer an oral defense of the thesis before the faculty.

Master of Theological Studies (M.T.S.)

The Master of Theological Studies degree introduces and explores the major themes in Catholic doctrine and practice, as well as the research methods that are central to theology as an academic discipline. Required and elective courses permit the student both to develop a solid theological foundation and to pursue an area of interest among courses in doctrine, biblical studies, morality, spirituality, and Church history.

M.T.S. Degree Requirements

For the Master of Theological Studies, students are required to complete 30 credit hours of graduate course work, which include the required courses:

- THL 500 - Theology: History and Methods
- THL 512 - Introduction to the Old Testament
- THL 520 - Introduction to the New Testament
- THL 535 - Patristic Theology
- THL 550 - Christ: Word and Redeemer
- THL 670 - Fundamental Moral Theology

After completing the required 30 credit hours of graduate course work, students are required to take a three-hour comprehensive exam.

Course Descriptions

Business Administration (MBA)

MBA 505 - Advanced Accounting

3 Credits

Focuses on the application of accounting principles and objectives of financial reporting relative to a variety of entities. The corporate entity is explored in the context of accounting and reporting of stockholders' equity, investments, and earnings per share. Business combinations and consolidations are considered. Accounting and reporting for partnership, governmental units, and not-for-profit entities are surveyed. Current issues in accounting are considered in this course. Topics may include asset valuation, foreign currency translations, and accounting for business combinations. *Cross-listed with ACC 405. Prerequisites: MBA 548 or ACC 203 and 204.*

MBA 531 - Introduction to Mathematical Concepts

3 Credits

Designed to meet the needs of business students who require a fundamental knowledge of such topics as functions, matrices, linear systems, series, and calculus. Satisfies the foundation requirement in mathematics and cannot be used as a graduate elective in the MBA Program.

MBA 532 - Introduction to Financial Concepts

3 Credits

Introduces an understanding of the functions carried out by the financial manager of an organization. Emphasis on the money and credit forces in an industrialized society and the development of basic financial management skills. Satisfies the foundation requirement in finance and cannot be used as a graduate elective within the MBA Program. *Prerequisites: MBA 548 or ACC 203 and 204; MBA 533 or ECN 101 and ECN 102.*

MBA 533 - Introduction to Economic Concepts

3 Credits

Designed to acquaint the student with the basic forces underlying the economic organization of society. Topics such as national income accounting and theory, monetary policy, income distribution, the price system, and the theory of the firm will be examined. Appropriate for students who have not included economics in their undergraduate curriculum. Satisfies the foundation requirement in economics and cannot be used as a graduate elective within the MBA Program.

MBA 534 - Introduction to Statistical Concepts

3 Credits

Introduces statistical methods used in business decision making. Topics include probability, types of probability distributions, sample variability, statistical inference, and other statistical methods. Appropriate for students who have not included statistics in their undergraduate curriculum. Satisfies the foundation requirement in statistics and cannot be used as a graduate elective in the MBA Program. *Prerequisite: MBA 531 or MTH 108.*

MBA 535 - Organizational Behavior and Change

3 Credits

Examines advanced topics in management theory. Individual and group motivation, communication models, organizational influence and leadership, group behavior, design of organizations, matrix management, and formal and informal power systems are some of the topics covered. Drawing on a wide variety of readings and cases, the course is designed to provide behavioral, as well as intellectual, learning.

MBA 548 - Introduction to Accounting Concepts

3 Credits

Enrollment limited to students who have no previous accounting background. Principles and procedures underlying financial statements are introduced. Financial transactions are studied and alternative accounting treatments are also analyzed. The uses and limitations of accounting information are also discussed. Satisfies the six undergraduate credits that normally are taken in two introductory accounting courses and cannot be used as a graduate elective within the MBA Program.

MBA 590 - Auditing

3 Credits

This course deals with the duties and responsibilities of an auditor. Topics covered include ethics, liability, evidence, sampling, and controls. The course covers detailed audit procedures and the preparation of the auditors' report. *Cross-listed with ACC 412. Prerequisite: MBA 548 or ACC 203 and 204.*

MBA 603 - Accounting and Decision-making in Organizations

3 Credits

Focuses on cost accumulation and analysis, accounting aspects of planning, control, and performance evaluation, and other relevant uses of accounting information to assist in the decision-making process within organizations. *Prerequisites: MBA 548 or ACC 203 and 204.*

MBA 611 - Accounting Ethics

3 Credits

Examines accounting ethical standards, concepts, and principles. Students gain an understanding of moral awareness and the moral reasoning ability of accounting professionals. Moral leadership in accounting will also be examined, including actions that leaders can take to promote ethical actions. *Prerequisites: MBA 548 or ACC 203 and 204.*

MBA 613 - Accounting Frauds, Scandals, and Scams

3 Credits

Examines accounting frauds, scandals, and scams from the 1930s to more current frauds of Enron and WorldCom in the 21st Century. Topics include common themes and fraud prevention. *Prerequisites: MBA 548 or ACC 203 and 204.*

MBA 615 - Advanced Taxation

3 Credits

Examines advanced topics in taxation including tax practice, taxes on the financial statements, stock redemptions, corporate reorganizations, consolidated tax returns, international taxation, partnership taxation issues, multistate taxation, and deferred compensation. Basic knowledge of federal taxation is required. *Prerequisite: ACC 406 or permission of instructor.*

MBA 620 - Advanced and IT Auditing

3 Credits

Examines current problems and issues in internal and external auditing, IT auditing, and assurance services. Intended for students with previous coursework in auditing and assurance services. Topics include: 1) internal and external auditors' professional responsibilities (including, but not limited to, ethical responsibilities and legal liability); 2) special topics in substantive testing (such as auditing fair value and applying international auditing standards); 3) auditing internal controls under AS5; 4) IT general and application controls; 5) data management systems; 6) auditing of networks, internet, and e-commerce transactions; 7) introduction to Computer-Assisted Audit Tools (CAATs); and 8) the evaluation of audit evidence and fraud detection using CAATs. *Prerequisite: ACC 412 or permission of instructor.*

MBA 624 - Accounting for Government and Nonprofit Organizations

3 Credits

Designed to acquaint the student with the accounting policies and financial statements of various types of nonprofit organizations. Throughout the course, financial reporting requirements of these institutions will be compared with those of profit-making institutions. *Prerequisite: MBA 548 or ACC 203 and 204.*

MBA 625 - Special Topics in Accounting

3 Credits

Current issues in the area of financial accounting are considered. Problems in such areas as asset valuation, research and development accounting, foreign currency translations, and accounting for business combinations are covered. *Prerequisite: MBA 548 or ACC 203 and 204.*

MBA 626 - Financial Management for Corporations

3 Credits

Gives an in-depth study of the financial management problems of business in general, but corporations in particular, as they relate to working capital needs, flow of funds, optimum allocation, and the management of current operations. Additionally, problems of capital budgeting, debt management, acquisition or merger, and other long-term financial problems in managing the capital structure of the organization are examined. *Prerequisites: FIN 207 and FIN 308 or MBA 532.*

MBA 632 - Financial Management for Nonprofit Organizations

3 Credits

Designed to introduce students to the uniqueness and challenges of financial decision making in a nonprofit organization. Traditional finance courses are designed to describe the financial goals, objectives, and decisions of firms whose primary focus is more on profits than any other criteria. Given that nonprofit firms have no shareholders, per se, and exist for the purpose of providing services to their constituents, maximizing stakeholder wealth may be a more relevant objective for such firms. Despite the differences in the fundamental objective, the key financial functions and decisions in a nonprofit firm parallel those in a for-profit firm. Therefore, based on the fundamentals of financial management, this course focuses on how managers in a nonprofit firm make financing and investment decisions, as well as decisions with respect to cash and risk management. *Prerequisite: FIN 207 and FIN 308 or MBA 532.*

MBA 635 - International Finance

3 Credits

An in-depth examination of the mechanisms of foreign trade and foreign exchange markets is provided. The theory and practice of managed and freely floating currency systems and the effects of recent international financial developments upon domestic economic activity are emphasized. *Prerequisite: MBA 533 or ECN 101 and 102.*

MBA 640 - Investment Analysis

3 Credits

An intensive study of the overall nature of investing, investment measures, securities analysis, and investment strategy objectives. The basic elements of portfolio theory will also be considered. *Prerequisite: FIN 207 & FIN 308 or MBA 532; ECN 101 and 102 or MBA 533.*

MBA 642 - Management of Financial Institutions

3 Credits

Considers the many decision-making problems encountered by savings and loan institutions, commercial banks, and finance companies. *Prerequisite: FIN 207 and FIN 308 or MBA 532.*

MBA 645 - Portfolio Management

3 Credits

Provides a study of quantitative and qualitative factors in the management of investment portfolios. Techniques and methods in hedging and speculative strategy through the use of derivative instruments will be covered. *Prerequisite: FIN 317.*

MBA 648 - Special Topics in Finance

3 Credits

Devoted to a study of current problems in the field of finance. The topics covered in finance may be regional, national, or international in scope. *Prerequisite: FIN 207 and FIN 308 or MBA 532.*

MBA 651 - Marketing Management in Competitive Environments

3 Credits

Examines marketing management with a strategic emphasis. Such controllable variables as product, price, promotion, and distribution are treated as decision-making areas and studied in depth. The interaction of these variables with each other, with other business functions, and external factors that affect the marketing environment are also explored. *Prerequisite: MKT 205.*

MBA 661 - Brand Marketing

3 Credits

Explores brand strategies and the key steps of the analytical process to help grow a brand globally. Students learn to define measurable brand objectives and develop strategies to promote brand usage, while focusing on key areas of management decision-making in today's international marketplace. Key topics covered include: brand positioning, brand extensions, global product development, and global branding. The concept of "building and maintaining brand equity" will be a unifying theme throughout. *Prerequisite: MBA 651.*

MBA 662 - Marketing Global Luxury Brands

3 Credits

Examines the phenomenal growth of the global market of the luxury industry. Students will develop an understanding of the multi-billion dollar global market for luxury goods and services, with particular emphasis on the "Democratization of Luxury." *Prerequisite: MBA 651.*

MBA 668 - Nonprofit Marketing

3 Credits

Examines the use of marketing concepts and practices as they apply within nonprofit organizations such as educational institutions, social service agencies, health organizations, and government agencies. Coverage includes the development of marketing strategies for the wide variety of not-for-profit organizations. *Prerequisite: MBA 651.*

MBA 669 - International Marketing

3 Credits

Highlights the dynamics of international marketing. Explores marketing issues that deal with the processes that involve the identification of overseas markets and placement of appropriate goods and services into those markets. *Prerequisite: MBA 651.*

MBA 671 - Promotion Strategy

3 Credits

Provides an intensive study of the marketing communications system including personal selling, advertising, sales promotion, and public relations. Topics include sales, personnel selection, selling techniques, media selection, social and psychological considerations in advertising, and a myriad of relevant ethical considerations. *Prerequisite: MBA 651.*

MBA 675 - Special Topics in Marketing

3 Credits

Provides an intensive study of selected current topics in the marketing area. Each student will be given directed readings and will do research on some aspect of the course topic being examined. *Prerequisite: MBA 651.*

MBA 676 - Organizational Effectiveness through People and Teams

3 Credits

Explores the critical process and skills of effectively motivating and managing individual employees and teams to achieve organizational goals. Emphasizes the human resource management processes most frequently used by team leaders and managers in organizations: recruiting; performance feedback, development, and appraisal; employee retention; and managing individual and team performance. Also provides an overview of strategic human resource management processes and systems. Utilizes cases, teams, case analysis and/or problem-based learning, discussions, and lectures.

MBA 677 - Professional Ethics and Responsibility

3 Credits

Explores the application of ethical principles to the issues generated within the business world. The use of the case method, handouts, and other publications examine ethical questions within organizations.

MBA 678 - Diversity in Organizations

3 Credits

Provides an intensive study of current trends in organizational diversity and best practices in terms of managing and valuing diversity in organizations. In addition, students explore their own diversity and their own attitudes towards diversity. Diversity in the labor force, as part of work teams, and in organizational management and executive leadership also is explored. Utilizes teams, reflective writing, case analysis and discussion, and lectures.

MBA 679 - Managing Nonprofit Organizations

3 Credits

Examines the core principles and theories of nonprofit management as well as the roles and responsibilities of management and the nonprofit board of directors. The special role of fundraising in nonprofit organizations and the budgeting process will also be covered.

MBA 680 - Leaders on Leadership

3 Credits

Designed to facilitate your development as leaders, individually and as a community, with the assistance and guidance of your instructor. You will critically and reflexively think about yourself, relationships, organization, and leading. We will utilize theoretical, philosophical, and practical concepts and ideas as frameworks through which you will make sense of yourself, relationships, organization, and leadership to determine how to become a more authentic and effective leader in the future. To facilitate this learning, you will engage in reading, writing, research, dialogue, self-reflection, and self-reflexivity.

MBA 681 - Self Leadership

3 Credits

Students will explore self, identity, values, beliefs, faith, emotions, embodiment, spirituality, authenticity, integrity, resilience, self-discipline, truth-experiments, social intelligence, motivation, being, becoming, relationships, and leadership. Through self-assessments, self-reflection, and practical reflexivity, students will deepen their self-understanding, create their ideal of who they wish to become and a personal developmental plan and self-disciplines to lead them to become authentic and effective leaders.

MBA 682 - Social Entrepreneurship

3 Credits

Through assigned readings, class discussions, written assignments, interactions with social entrepreneurs, and an experiential learning project developed in cooperation with Social Venture Partners Rhode Island, students will be introduced to the field of social entrepreneurship, models of social enterprise, current trends and debates in the field of social entrepreneurship, and concepts employed and abilities possessed by effective social entrepreneurs.

MBA 683 - Social Enterprise Development

3 Credits

Student teams will develop a business plan for a social enterprise facilitated through their participation in the Rhode Island Business Plan Competition and application to Social Venture Partners Rhode Island's Change Accelerator, a local social enterprise incubator. Students will engage in self-reflection to capture their learning about social enterprises, themselves, and create a personal social entrepreneur developmental plan. *Prerequisite: MBA 682.*

MBA 689 - Managing Information Resources

3 Credits

Provides coverage in the use of conceptual computer applications in advanced management systems and management information systems. Topics include evaluation and selection of computer systems, project planning and control, programming languages, organizational aspects of computer systems, and the use of computer-generated information for management decision-making.

MBA 690 - Operations and Service Management

3 Credits

Offers a systematic study of quantitative and managerial concepts for both manufacturing and service organizations. Major areas of study include production, inventory, and quality control. *Prerequisites: MTH 108; MGT 201 or FIN 217 or MTH 217.*

MBA 695 - International Business: Leading and Managing Across Global Boundaries

3 Credits

Encompasses selected problems encountered by the international manager in the areas of financial management, marketing, community and labor relations, organization and operating policies, and the ways in which these problems may be approached. *Prerequisites: ACC 203 or MBA 548; MBA 651; MBA 533 or ECN 101 and ECN 102.*

MBA 697 - Management Consulting Seminar

3 Credits

Allows each student, working as a member of a consulting team, to explore the critical relationships that exist within the contemporary business environment. The investigation is oriented to tactical and strategic analysis, decision making, problem solving, and action planning. Output from the seminar is a formal report and presentation of team findings and action plans.

MBA 698 - Special Topics in Management

3 Credits

Focuses on selective contemporary issues in the management field. Topics will be determined by the instructor each time the course is offered. Each student is required to write a paper on one of the issues covered in the course.

MBA 699 - Real-Time/Real-World Experience: Business Internships

3 Credits

The student is provided the opportunity to further develop skills and knowledge about a particular business function through direct association with a firm. Supervision is provided by both the firm and a graduate faculty member.

MBA 700 - Strategic Management in a Global Business Environment

3 Credits

This capstone course integrates the functional areas of business including accounting, quantitative methods, computer systems, marketing, finance, and management into the development of a strategic planning approach to the practice of business. *Prerequisites: MBA 603, 626, 651, and 690.*

MBA 701-702 - Thesis

3 Credits each

The thesis is written under the direction of a thesis advisor. *Prerequisite: 18 credits completed. Permission of the MBA Program director.*

MBA 703 - Independent Study

3 Credits

An Independent Study is under the direction of a Providence College School of Business faculty member. Students must complete an Independent Study Learning Agreement and gain prior approval from the MBA Program Director.

Education

EDU 501 - Fundamentals of Research

3 Credits

Explores the methods of scientific inquiry, including analysis of educational research methods in formulation of problems, observation, case study, sampling, questionnaire, and statistical applications. Required for all graduate students in education.

EDU 504 - Supervision/Personnel Problems in Education

3 Credits

Problems involved in selecting teachers, clerical, and maintenance staffs, as well as recruiting, selecting, training, and retaining are explored. Relations between administrators and school committees to various policy-making bodies are also covered.

EDU 505 - School Law

3 Credits

Selected principles of constitutional, statutory, and common law affecting schools will be studied. Cases will be used to trace the foundations of school law, the implementation of court decisions, as well as the emergence of key legal concepts that are a basis for legal decisions rendered today. Additionally, students will analyze current legal issues and situations which administrators face throughout the school year.

EDU 508 - Program Evaluation—Systems Approach to School Improvement

3 Credits

Focuses on how principals and administrators can assess programs to improve teaching and learning within their schools. Attention given to academic research published in the field, project evaluations conducted by outside evaluators and visiting teams, and practitioner research performed by instructional and administrative staff in a school using self-reflective inquiry strategies. Students explore system methods that transform the traditional school into a learning community by fostering a cycle of continuous growth as part of the school culture.

EDU 512 - School-Community Relations

3 Credits

Examines the relative effects of school, family, social background, and community on student outcomes. Objective is to confront the major challenge facing American education in the 21st century: how to structure schools so as to maximize both equality and achievement. This requires training in data-driven decision making, which is central to statewide systematic initiatives in place throughout the country.

EDU 513 - Supervision of Instruction

3 Credits

An exploration of social and psychological theories as they relate to supervision and evaluation systems. Emphasis on the analysis, planning, and feedback in management of objective context. The role of the instructional leader, techniques of supervision, methods to evaluate instruction, and strategies to initiate change will be addressed.

EDU 516 - School Finance

3 Credits

A detailed examination of the sound business management practices affecting the operation of the educational enterprise. Special emphasis on making and presenting school budgets and related budgetary procedures.

EDU 518 - Projects in Administration and Supervision

3 Credits

Under the direction of a faculty member who serves as project director, each student develops and carries to completion a significant field-type study in some area of administration and/or supervision.

EDU 522 - The Administration of Leadership in the K-12 Schools

3 Credits

An overview of the organization and administration of schools from kindergarten through high school years. Work focuses on the teaching-learning process; the assessment, accountability, and standards movement; and how these affect the modern school leader. Special attention given to problem solving, case studies, and applied leadership/administrative experience.

EDU 527 - School Plant Planning

3 Credits

Discusses the process of constructing a new school facility. Topics include developing population projections, developing educational specifications, evaluation of existing facilities, selection of an architect, monitoring of construction, determining the attendance areas, school closings, and the impact of all the preceding on the politics of the community.

EDU 530 - Internship in Elementary Administration

3 Credits

Field experience in an elementary school where the intern develops the proficiencies of a beginning school principal. The intern participates in and documents administrative experiences to meet Interstate School Leaders Licensure Consortium (ISLLC) Standards. The intern works under the supervision of both a school principal and college supervisor. Participation in seminars

held at the College allow for peer reflection and sharing of experiences. Portfolios document the intern's authentic performances. *Prerequisite: Permission of instructor.*

EDU 532 - Curriculum Design and Construction

3 Credits

Focuses on the improvement of curriculum, teaching, and learning. Emphasis given to the major phases of curriculum improvement: planning, development, implementation, and evaluation in the K-12 educational setting. Students employ action-research and problem-based learning strategies to conduct research on current curriculum, instruction, and assessment-related problems and issues.

EDU 536 - Internship in Secondary Administration

3 Credits

Field experience in a secondary school where the intern develops the proficiencies of a beginning school principal. The intern participates in and documents administrative experiences to meet Interstate School Leaders Licensure Consortium (ISLLC) Standards. The intern works under the supervision of both a school principal and college supervisor. Participation in seminars held at the College allow for peer reflection and sharing of experiences. Portfolios document the intern's authentic performances.

EDU 538 - Developmental and Cross-Cultural Theories in Counseling

3 Credits

Examines major themes of individual and family development across the life cycle from a biopsychosocial approach. An examination of development, personality, systems, and diversity theories will be highlighted, as will models examining the dynamic interaction between human development and cultural and environmental factors.

EDU 539 - Counseling Victims of Abuse

3 Credits

An introduction to the assessment skills necessary for understanding the problems and symptoms of adolescent and adult survivors of physical and sexual abuse. Strategies of the treatment of trauma including post-traumatic stress disorder (PTSD) and complex PTSD will also be featured.

EDU 540 - Principles of Guidance

3 Credits

Designed for students who are planning to enter the field of guidance and/or counseling. Emphasis on the American School Counselor Association's National Standards and the reforms initiated by these standards in guidance and counseling programs. Examines K-12 developmental guidance and counseling programs.

EDU 541 - Theories of Counseling

3 Credits

A systematic review of the theories of counseling and psychotherapy designed to prepare the individual for further study in the field of counseling.

EDU 542 - Career Information

3 Credits

Focus is on career development throughout the life span with particular attention on the needs of diverse individuals. Emphasis is placed on the forces that influence career choice including technology, a changing population, and the emergence of a truly global economy. Career development theories, models, and assessments are examined to provide an understanding of the complex processes involved in career choice.

EDU 544 - Counseling Pre-Practicum

3 Credits

Facilitates the development of a professional perspective on helping relationships and the counseling process. Emphasis is given to the microskill approach and intentional interviewing techniques. Other areas of focus include goal development, reluctant and resistant clients, and working with parents and children. Students will integrate the microskill hierarchy with interviewing and counseling techniques during weekly role play.

EDU 546 - Group Counseling

3 Credits

Designed for teachers who intend to work in the field of guidance. The growth and function of the guidance movement in education will be studied along with its principles, philosophy, and practices.

EDU 548 - Counseling Practicum

3 Credits

Provides practice of counseling and consulting skills under supervision, peer review of counseling sessions, an opportunity for students to review and critique counseling programs, and discussion of internship and professional development opportunities in the counseling field.

EDU 549 - Child Psychology

3 Credits

Provides a study of child development from birth to adolescence. The theories of cognitive, language, perceptual, social, and emotional development will be addressed, as well as concepts of adjustment and maladaptive behavior and the psychological assessment of children.

EDU 551 - Counseling the Alcohol and Chemical Dependent

3 Credits

Introduces students to the psychological changes induced by various drugs. The developmental model of drug and alcohol counseling will also be presented.

EDU 552 - Organization and Administration of Guidance Services

3 Credits

Emphasizes the methods of developing a functional counseling and guidance department within the school organization.

EDU 555 - Projects in Counseling and Guidance

3 Credits

Seminar for advanced students, with topics chosen by the instructor. *Prerequisite: Permission of instructor.*

EDU 556 - Individual Intelligence Testing

3 Credits

A survey of psychological measurements dealing with the construction, administration, scoring, and interpretation of various mental tests.

EDU 558 - Ethical & Legal Issues in Counseling

3 Credits

An examination of the leading ethical and legal issues that arise in professional counseling and psychotherapy, and of the principles and presuppositions on which change and responsibility in the counseling relations are based. Topics requiring analysis and discussion include: confidentiality, privileged communication, right of privacy, criminal liability, confrontation, professional behavior, and the role of moral values.

EDU 561 - Counseling Internship I

3 Credits

Involves a school/agency placement to employ skills learned in counseling coursework. Seminars are held throughout the semester to provide feedback from interns to ensure compliance with all applicable Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards/Indicators and to share individual learning experiences with the group. *Permission of the director of the Counseling Program is required.*

EDU 562 - Assessment, Measurement, and Data in Counseling

3 Credits

Instruments and mechanisms schools use to assess students and the types of measurements reported are studied. Emphasis on the collection, analysis, understanding, and reporting of data. By using data, the new mission of counselors as leaders, collaborators, and advocates is explored

as a crucial element in addressing the social and institutional barriers that prevent access and equity for some.

EDU 566 - Section 504 of the Rehabilitation Act of 1973: Responsibility and Liability for Schools

3 Credits

Explores the responsibilities imposed on schools by Section 504 of the Rehabilitation Act of 1973 and the resulting liabilities when the requirements of this act are ignored or not properly implemented. Discussion includes an overview of the Act, an explanation of the procedural requirements for schools, a general comparison with the Individuals with Disabilities Education Act (IDEA), best practices, and common pitfalls to avoid.

EDU 567 - Administration & Supervision of Special Education Services

3 Credits

A study of federal, state, and local programs in special education. Problems of organizing, financing, staffing, programming, and implementing of special services for exceptional children and youth will be explored.

EDU 568 - Counseling Internship II

3 Credits

Involves a school/agency placement to employ skills learned in counseling course work. Seminars are held throughout the semester to provide feedback from interns to ensure compliance with all applicable Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards/Indicators and to share individual learning experiences with the group. *Permission of the director of the Counseling Program is required.*

EDU 571 - Communication Disorders

3 Credits

Will acquaint teachers of special education with the means to assess and manage students whose lack of development in verbal skills is symptomatic of long-range communication and educational needs. Special emphasis on language development considering etiologic factors but viewed as the manifestation of difficulty in reception, perception, conceptualization, verbalization, or any combination of these.

EDU 573 - Mental Health Counseling

3 Credits

Integrates the principles and skills necessary to provide evidence-based counseling to diverse populations in agency and mental health facilities. Through multiple methods, students will learn the fundamentals of culturally sensitive mental health assessment and intervention, the use of DSM V and treatment of co-occurring disorders, including trauma and addiction, and strategies to refer and collaborate with allied mental health professionals.

EDU 581 - Middle School Curriculum

3 Credits

Focuses on the middle school in today's society to meet the needs of the emerging adolescent. The team process will be emphasized along with those characteristics necessary for an effective middle school.

EDU 587 - Communication Disorders II

3 Credits

Builds upon the knowledge base taught in Introduction to Communication Disorders. Focuses on the language and communication problems experienced by children with the following identified disabilities: learning disabilities, mental retardation, traumatic brain injury, autism, hearing impairment, physical impairment, and attention deficit disorders. Additionally, the need for augmentative as well as alternative communication techniques are discussed. *Prerequisite: EDU 571.*

EDU 595 - Methods of Teaching in the Middle School

3 Credits

Addresses the needs of the pre-adolescent. Methods to initiate change at the middle school are also considered.

EDU 596 - The Psychology of the Middle School Student

3 Credits

Focuses on the physical, social, intellectual, and emotional changes that occur with the emergent adolescent learner. Addresses the school atmosphere that must exist for the 10-14-year-old to

grow and develop into a fully functioning mature adolescent. Provides methods and procedures to best instruct today's middle schooler.

EDU 599 - Teaching Students with Autism

3 Credits

Historical, medical, social, and educational perspectives related to autism (sometimes referred to as Pervasive Developmental Delay (PPD)) will be addressed, as well as some of the controversies of the field, including prevalence, treatment, and life span issues.

EDU 606 - Teaching Reading to Students with Special Needs

3 Credits

Developmental or corrective programs at all levels of instruction will be stressed. Major emphasis on the use of teacher-made and published instruments to appraise school record analysis, vocabulary and comprehension skills, and study skills in other areas. Other topics include: information systems, alternative reading programs/systems, and methods of helping students with disabilities succeed.

EDU 608 - Assessment of Individual Differences

3 Credits

Course in psycho-educational assessment provides an overview of assessment in achievement, intelligence, perceptual-motor skills, written language, spelling, reading, mathematics, and functional assessments. Data will be integrated in the interdisciplinary diagnostic team process to determine the presence of a disability and the initial development of the Individualized Education Program. *Prerequisite: EDU 823.*

EDU 609 - Practical Applications: Counseling & Leadership in Education

3 Credits

Examines the practical application of counseling and leadership approaches in education. Specific scenarios related to students, faculty, administrators, and parents at all educational levels will be explored in the context of theory, testing, and evaluation.

EDU 610 - Applying Research to the Teaching of Mathematics

3 Credits

Designed to provide candidates an opportunity to read research, extract the proper methods of teaching math to all students, and apply these methods within the classroom. Links research to practice as a recursive activity, in which one informs and feeds upon the other.

EDU 613 - Vocational Programming

3 Credits

Examines the impact and importance of school-to-work/career; career education; and other career, technical, and vocationally related programs for students with exceptional learning needs. Emphasizes the requirement for and importance of transition programs and services for adolescents with disabilities. *(Required for secondary special education certification.)*

EDU 615 - Medical Aspects of Children with Disabilities

3 Credits

Designed to assist prospective special educators in understanding medical aspects of children with disabilities. Presents diagnoses and conditions that could be encountered in the classroom and discusses the role of the teacher, instructional assistant, school nurse teacher, and classroom registered nurse in the care and management of students who have such diagnoses and conditions. Parent perspective is also considered.

EDU 616 - Advanced Assessment

3 Credits

Designed to provide candidates an opportunity to further develop and refine assessment skills. Emphasis placed on appropriate use of evaluations not only for the student, but the process from referral to team decisions. Candidates required to practice the administration of tests to school-aged children and perform record reviews and interviews as field work experience.

EDU 617 - Behavior Strategies

3 Credits

Designed to examine theory and application of learning theory principles in the classroom. Focuses on the application of behavioral approaches to a wide range of school problems.

Designed for special education teachers as well as personnel responsible for students with special needs who have been included in regular classes.

EDU 630 - Practicum Teaching Internship/Elementary

6 Credits

For those who are not certified in special education, a minimum of 6 semester hours must be served under the supervision of a certified cooperating teacher. *Prerequisites: Strands 1, 2 & 3.*

EDU 631 - Practicum Teaching Internship/Secondary

6 Credits

For those who are not certified in special education, a minimum of 6 semester hours must be served under the supervision of a certified cooperating teacher. *Prerequisites: Strands 1, 2 & 3.*

EDU 636 - Assessment/Curriculum for the Student with Mild/Moderate Disabilities in K-12 Settings

3 credits

Examines the skills and techniques needed to facilitate learning in students with disabilities. Focuses on the critical task of developing and implementing educational programs that give students with disabilities, regardless of their unique needs, the opportunity to participate in the activities of the daily environment to the greatest extent possible.

EDU 645 - Families in Crisis

3 Credits

Participants will examine in depth the experience of non-developmental family crises, such as divorce, illness, substance abuse, child abuse, and suicide. Emphasis on the impact of these occurrences on the family system as well as intervention strategies for helping professionals.

EDU 647 - American Sign Language

3 Credits

Introductory-level course in American Sign Language (ASL) intended to give an overview of both the language and culture of the deaf community. Taught in ASL except for lectures on the

deaf community and its culture. Vocabulary and grammar are presented through a functional approach focusing on how the language is used in everyday interactions.

EDU 649 - Collaboration: Home/School/Community

3 Credits

Examines the collaborative relationship among home, school, and community in developing appropriate educational programs for students with disabilities. Specific consideration given to the role and responsibilities of the special education teacher in communication with the faculty and staff in school, as well as with the parents, and implementing Individualized Education Programs.

EDU 661 - Culturally Competent Teaching

3 Credits

To level the playing fields for our students, our classrooms must be built upon a culture of achievement – where students are inspired to exceed expectations and are committed to changing the trajectory of their lives. This course addresses these goals by fostering a deeper understanding of the sociocultural contexts of students and developing appropriate strategies for motivating them toward high achievement.

EDU 662 - Differentiating Instruction for Diverse Urban Learners

3 Credits

The task of differentiating instruction is challenging but essential in accelerating learning for all students. Despite the varying levels of our students, educators have the responsibility to not only reach all students, but uphold the highest expectations for learning. This course explores key questions related to teaching all students well and focusing on high achievement for all.

EDU 663 - Diversity Seminar

3 Credits

Research on urban teaching has identified traits of effective urban teachers as well as approaches to teaching that are linked to increases in urban student success, both academically and socially. This course focuses in detail on these traits and teaching methods and how they can best be implemented in the participants' own classrooms.

EDU 664 - Capstone: Successful Urban Education

3 Credits

Students will synthesize their prior coursework in the program with their work in urban school settings. This assists them in their further professional development as problem identifiers and problem solvers- teacher leaders as well as teacher researchers. Each student completes an action research project and presents his or her work in the Capstone Colloquium.

EDU 665 - English Applied Linguistics

3 Credits

Exposes students to various components of English for the purposes of developing greater comprehension of how languages work and for developing skills of linguistic analysis to support the development of English Language Learners (ELLs). Holistically examines the process of language learning, exploring the contrastive Analysis and Error Analysis methodologies.

EDU 667 - English Language Teaching in Practice

3 Credits

Seminar explores theoretical and applied perspectives relevant to Teaching English to Speakers of Other Languages (TESOL) and examines effective teaching practices in developing listening, speaking, reading, and writing skills with students with Limited English Proficiency (LEP). Students are exposed to various methodological approaches to literacy development as well as various assessment issues as they affect ELLs.

EDU 668 - Language, Literacy, and Culture

3 Credits

Explores how collective and individual cultural identities, social positioning, and educational policies impact language learning and teaching. Students examine the components of a culturally sensitive curriculum and develop strategies and materials that foster a culturally respectful learning environment. Topics addressed include language and community, power and solidarity, impact of home culture on ELL development, cultural relativism, and cultural universalism.

EDU 669 - English Teaching Practicum

3 Credits

Seminar includes a practicum component that provides students with opportunities to teach and connect with the reality of English Language Learners (ELLs) across multiple learning contexts. Students will explore the specific strengths and needs of multilingual and multicultural learners, and reflect upon the socio-cultural foundations of English as a Foreign Language (EFL) education. Requires a 45-hour field experience.

EDU 706 - Topics in Mathematics Education I

3 Credits

Theoretical foundations of various topics in secondary school mathematics and the relationship between theoretics and pedagogy will be discussed. Topics in the algorithms of arithmetic, functions, relations, geometry, trigonometry, algebra, number theory, probability, logic, and calculus will be introduced.

EDU 709 - Computers in Secondary School Mathematics

3 Credits

Introduction to the utilization of the computer to enhance the teaching of mathematics. Emphasis placed on the use of a computer application with numerical, symbolic, and graphical capabilities. Knowledge of programming is not a prerequisite. *(Counts as an education elective.) Same as MTH 709.*

EDU 738 - Implementing Mediation and Conflict Resolution into the School Culture

3 Credits

Designed for the school professional. Teachers and school administrators will be given an overview of mediation and conflict resolution strategies for managing student, parent, and staff conflicts. Participants learn the mediation process, theory, and practice. Cross-cultural resolution methodology will be a significant component.

EDU 753 - Curriculum and Methods for Content ESL Education

3 Credits

Addresses participants' needs in redesigning curriculum, modifying lessons, adapting materials, and assessing the progress of students from diverse cultural and linguistic backgrounds. Also addresses approaches to teaching components of language, principles fundamental to sheltering English, and strategies for integrating language and content.

EDU 758 - Multicultural Education in the American School System

3 Credits

Introduces teaching strategies for implementing, developing, and practicing the multicultural curriculum. Teachers will learn to temper individual teaching and management styles to a multicultural classroom and school. It will also assist the education professional who practices in a monocultural setting in implementing multicultural education and resources in that environment and in adapting them to the student body.

EDU 763 - Research in Literacy

3 Credits

Candidates will learn how to read, interpret, and analyze qualitative and quantitative research while surveying the historical and current perspectives of literacy research and practice. Candidates will become familiar with issues of social justice and equality and the roles they play in legislating reading. Candidates will conduct an action research project that is relevant to their practice.

EDU 765 - Models and Processes of Literacy

3 Credits

Understanding educational theories and the implications for classroom practice is central to the work of teachers (Tracey & Morrow, 2006). This course provides a theoretical and research foundation for sound literacy instruction. Candidates will develop in-depth knowledge of the theories and research that are integral to a comprehensive literacy program and to all teaching and learning.

EDU 767 - Children's & Adolescent Literature

3 Credits

With an emphasis on culturally diverse literature, this course features authentic literature as a way to foster deep thinking, to enhance awareness of diversity, and to spark interest in reading. Exploring children's and adolescent literature by authors who represent diverse cultural perspectives, candidates will make meaning of literature in a workshop model.

EDU 772 - Instruction and Assessment

3 Credits

Addresses the process of assessment of and for learning. Centers on gathering, interpreting, recording, and using information about pupils' responses to educational tasks in order to provide the groundwork for instructional decisions. Screening, diagnosis, and progress monitoring assessments will be covered. Candidates will be required to make instructional decisions based on collection and analysis of actual data.

EDU 788 - Student Teaching in the Middle School

3 Credits

Teaching in the middle school level under the joint supervision of a cooperating teacher and a college supervisor in the school systems of Rhode Island or neighboring Massachusetts communities.

EDU 810 - Data Analysis, Technology, and the Principal

3 Credits

Explores school data-collection Web sites and analyzes this data for potential school leaders to make data-driven decisions about improving their schools. Using technology as the medium, coupled with utilizing office productivity software, instruction will culminate with students creating and demonstrating a tangible product that will promote teaching and learning for all stakeholders within the school community.

EDU 811 - Special Education for Children from Diverse Backgrounds

3 Credits

Designed to introduce candidates to the history, issues, and concerns regarding the education of students from diverse cultural or linguistic backgrounds who have special needs. Bilingual and multicultural special education practices, programs, and teaching methods will be explored and discussed.

EDU 822 - Introduction to Differentiated Instruction

3 Credits

An introduction to differentiated instruction designed to explore issues and strategies involved in school-based, data-driven decision making. Emphasis on the principles of school-based management and differentiated instruction to improve outcomes for all students and, in particular, students with exceptionalities.

EDU 823 - Introduction and Characteristics of Students with Special Needs

3 Credits

Philosophies, principles, theories, relevant laws and policies of special education are explored. Characteristics of high-and-low incidence disabilities, neurological diversity, the similarities and differences in human development, inclusion, and the delivery of special education services are studied with emphasis on the educational implications.

EDU 829 - Designing & Implementing a Counseling Program

3 Credits

Study of the practice, concepts, and trends in the organization, operation, and administration of counseling services in schools. Focuses on the development, implementation, and evaluation of a school counseling program that is results-based and grounded in the American School Counselor Association's (ASCA) National Model for School Counseling.

EDU 830 - Best Practices in Primary Grades

3 Credits

Based on the International Reading Association (IRA)/National Council of Teachers of English (NCTE) standards for reading professionals, this course connects theoretical and practical

knowledge about early language development. Through course projects and field experiences, candidates explore early literacy development with an emphasis on assessment, phonemic awareness, phonics, vocabulary, fluency, comprehension, and the relationship between reading and writing. A hands-on experience with a primary grade student is required.

EDU 832 - Best Practices in Middle/Secondary Grades

3 Credits

Prepares reading specialist candidates to work with struggling readers at the middle and secondary levels. Assessment, particularly for the purpose of diagnosis and progress monitoring, and instructional practices that address word and comprehension level issues will be examined. A hands-on experience with a middle or secondary grade student is required.

EDU 835 - Seminar in Meeting the Demands of the At-Risk Learner

3 Credits

Through professional readings and focused presentations, reading specialist candidates will understand students who are typically considered "at-risk" because of neurological or cultural issues. Language and learning challenges experienced by students with autism and by English Language Learners (ELLs) will be presented by experts in these fields. Instructional practices that meet the needs of these students will also be presented.

EDU 836 - Literacy Clinic (Primary and Intermediate/Middle)

6 Credits

This internship level course provides an essential field component and a culminating experience for the literacy specialist candidate. Candidates apply the skills, knowledge, and dispositions they have developed over the course of the program to their work with struggling readers and writers.

EDU 837 - Organization and Supervision of Reading Programs

4 Credits

The reading specialist candidate will develop skills in leadership in order that he/she may effectively organize, supervise, and enhance reading and literacy programs for grades K-12. Because of its intense focus on leadership, this course presents an opportunity for the candidate to apply what has been learned throughout the program.

EDU 840 - Best Practices in Intermediate Grades

3 Credits

Prepares reading specialist candidates to work with struggling readers at the intermediate grade level and to understand four big ideas: assessment, struggling readers, best practice, and comprehension. Through course texts and extensive field projects, candidates explore issues and practices related specifically to the intermediate grade reader and writer. Candidates are required to complete a case study in a partnership school.

EDU 842 - The Literacy Coach

2 Credits

Candidates prepare for the literacy specialist role by focusing on the critical shift from classroom teacher to literacy specialist. Candidates will collaborate with literacy specialists to explore the role of the specialist as coach.

EDU 847 - Action Research

3 Credits

Teachers will design, implement, and present a report on an action research project based on an issue arising from their classroom teaching.

EDU 851 - Teaching Writing K-12

3 Credits

Candidates will engage in a comprehensive study of writing pedagogy, examining such concepts as judging vs. responding to writers; process vs. on-demand writing; writing assessment; content area writing; teaching conventions; conferencing and revision; the writer's workshop; and teaching emergent, reluctant, and fluent writers. Prepares literacy candidates to support effective writing practices in elementary, middle, and secondary classrooms.

History

HIS 500 - Historical Methodology

3 Credits

Explores the origin and meaning of history as both art and science. Examines the historian's craft throughout the stages of research, synthesis, and exposition. Attention given to the use of source materials, including locating, appraising, and interpreting the sources.

HIS 502 - American Historiography

3 Credits

Examines significant but controversial aspects of the American past through the study of the writings of American history, with special emphasis on major American historians and historiography.

HIS 504 - European Historiography

3 Credits

Surveys the writings of European history together with an analysis of select problems in European historiography.

HIS 507 - American Military History I

3 Credits

A study of the American military experience from colonial times through the Indian Wars, this course examines the dynamic relationship between policy, strategy, and tactics in the history of America's wars. These events are analyzed using the lenses of both historical methodology and the classic principles of warfare.

HIS 508 - American Military History II

3 Credits

A continuation of the American military experience from the Indian Wars through the present.

HIS 509 - History of Africa Since 1850

3 Credits

Examines the two key forces that have impacted the African continent over the past 150 years: European Imperialism and African Nationalism. The first half of the course covers the partition of Africa and systems of colonial rule; the latter half, the rise of independence movements and the emergence of an indigenous leadership. Historiography will be heavily emphasized.

HIS 510 - Early Colonial History

3 Credits

Examines the discovery, exploration, and settlement of North America up to the early 18th century. Particular attention given to those factors which contributed to the development of a distinctive American character.

HIS 511 - Later Colonial History

3 Credits

Presents a history of the colonies during the 18th century and the struggle between Great Britain and France for control of North America.

HIS 512 - The American Revolution

This course may be offered occasionally.

HIS 514 - Classical America

3 Credits

Examines the profound influence of ancient Egypt, Greece, and Rome on American culture from colonial times to the present day. Scholarly studies and primary materials will show the powerful stimulus exerted by classical models of art, architecture, literature, rhetoric, history, and science in various periods of American History.

HIS 515 - The Early National Period, 1789-1828

3 Credits

This study of the formative period of American national history will emphasize the origins of the party system, the nature of Jeffersonian democracy, the War of 1812, the Marshall Court, and the foundation of American foreign policy.

HIS 516 - History of Early Rhode Island

This course may be offered occasionally.

HIS 517 - Modern Rhode Island History

3 Credits

Examines Rhode Island's history between the First Industrial Revolution and the early 21st century. Topics include: causes and effects of industrialization, immigration patterns, Dorr Rebellion, Rhode Islanders and the civil war, conservatism vs. liberal reform, the "Bloodless revolution" of 1935, and the state's rich ethnic diversity. Students will learn how the past influences many aspects of Rhode Island's culture today.

HIS 519 - Early Constitutional History

This course may be offered occasionally.

HIS 520 - Constitutional History

This course may be offered occasionally.

HIS 523 - The American West

3 Credits

The history of the American West and its place in American culture and imagination will be examined. Some of the following themes will be covered: the significance of the frontier, the impact of conquest on Native American societies in the West, and the impact of race, gender, and ethnicity on one's historical experience of the West.

HIS 526 - Age of Jackson

3 Credits

Studies the political, social, and diplomatic developments during the presidency of Andrew Jackson and their impact upon the American nation.

HIS 528 - The Age of Roosevelt, 1932-1945

3 Credits

Traces the American experience during the Great Depression and World War II, including economic, social, political, and cultural considerations. Topics will include the social hardships of the Depression era, the state of popular culture, the isolationist temper, the road to war, and the role of the United States in the European and Pacific wars.

HIS 530 - The Civil War

3 Credits

A history of the causes of the Civil War; the nature of the Union, the territories, the social differences, and slavery; and the war and its effects.

HIS 532 - Immigrant in America

3 Credits

The motives that brought immigrants to America will be the primary focus. Looks initially at immigration from England. Also examines the experience of the European, Hispanic, and Asian immigrants who arrived after the founding of the American Republic. Also studied will be the nativist reaction to the various waves of immigrants.

HIS 533 - History and Culture of the Cold War

3 Credits

An examination of the origins of the Cold War, analyzing its causes and assessing its impact on U.S. foreign policy and on domestic politics and culture, with emphasis on the impact of the atomic age on American society, McCarthyism as a domestic version of containment, and the effect of such developments on American society.

HIS 534 - The Gilded Age

3 Credits

Reviews American society in the last quarter of the 19th century. Offers analysis and interpretation of the problems of politics, labor, business, agriculture, and reform in post-Civil War America.

HIS 535 - The Progressive Era

3 Credits

Survey of the politics in an age of reform, with particular attention to the problems of politics and diplomacy accompanying America's emergence as a world power.

HIS 536 - Medieval Latin

3 Credits

Designed to bring students to proficiency in reading ordinary historical texts from the period A.D. 300-1500. Includes an overview of basic Latin accidence and concentrates on Medieval Latin vocabulary and grammar. Provides practice in reading Latin manuscripts. No previous knowledge of Latin is required or expected.

HIS 537 - American Urban History

3 Credits

A survey of the place of the city in the framework of American history. Special emphasis will be given to the post-1860 period and the immigrant groups who reshaped our urban life.

HIS 544 - East Asia: Tradition and Transformation

This course may be offered occasionally.

HIS 545 - Modern East Asia

This course may be offered occasionally.

HIS 546 - American Involvement in Vietnam

This course may be offered occasionally.

HIS 548 - Modern China

3 Credits

Concentrates on the development of China from about 1800 to the present, with some attention given to the background and development of traditional Chinese thought and culture.

HIS 549 - Modern Japan

3 Credits

History of political, economic, and social development in Japan in the modern period, concentrating on the Meiji Restoration of 1868 and Japan's emergence as a modern state.

HIS 551 - American-East Asian Relations

3 Credits

Study of American relations with China and Japan that emphasizes developments in the 20th century.

HIS 552 - Tudor and Stuart England

3 Credits

Studies the constitutional, political, economic, and religious changes wrought in England from the ascension of Henry VII to the coming of the Hanoverians.

HIS 553 - Seventeenth Century Europe

3 Credits

Analyzes the political and religious movements toward absolutism as seen on the continent and the struggle toward a more democratic system as depicted in the institutional and religious developments in England.

HIS 554 - Medieval England

This course may be offered occasionally.

HIS 555 - Ancient World (Greece)

This course may be offered occasionally.

HIS 558 - Early Hanoverians

This course may be offered occasionally.

HIS 559 - Ancient World (Rome)

This course may be offered occasionally.

HIS 560 - Age of George III

This course may be offered occasionally.

HIS 562 - Intellectual History of the Middle Ages I

This course may be offered occasionally.

HIS 563 - Intellectual History of the Middle Ages II

This course may be offered occasionally.

HIS 567 - Institutional and Social History of the Middle Ages I

3 Credits

Studies the structure of medieval society: feudalism, manorialism, chivalry, church and monastery, cathedral, university, guild, and women's topics.

HIS 568 - Institutional and Social History of the Middle Ages II

3 Credits

Covers selected social and institutional topics in the medieval period, including 4th and 5th century barbarian invasions, Black Death, crusades, Mongolian contacts, territorial expansion, and various medieval women's topics.

HIS 570 - Intellectual and Cultural History of Modern Europe

3 Credits

Examines intellectual growth and cultural changes in Europe from the Enlightenment through modernism. An overview of developments in philosophy, theology, the fine arts, architecture, literature, and music will be considered. Focuses on the relationship among the Judaeo-Christian, Enlightenment, and Romantic world views.

HIS 571 - Early Christian History

3 Credits

Traces the history of the early Church from its roots in Judaism and the development of Christian tradition up through the age of Augustine. *Same as THL 630.*

HIS 573 - The Reformation

3 Credits

Studies the complex religious, social, and political factors that led to the Protestant Reformation and its subsequent developments that created new expressions of Christianity. Also considers the Roman Catholic response to the Protestant Reformers and the development of Tridentine Catholicism. *Same as THL 632.*

HIS 576 - Imperial Russia

3 Credits

A history of Imperial Russia in the 18th and 19th centuries to the fall of the House of Romanov. Topics include Peter and Catherine the Great, Russia and Napoleon, Alexander II, Nicholas and Alexandra, and Russia during World War I.

HIS 577 - Modern Russia

3 Credits

This study of the turbulent history of Russia in the 20th and 21st centuries from the fall of the Romanovs to the present will cover the Bolshevik Revolution; the reigns of Stalin, Khrushchev, and Brezhnev; the Cold War; Gorbachev and the fall of the Soviet Union; and post-Soviet Russia.

HIS 578 - Modern Church History

3 Credits

Examines the ecclesial and theological developments within Catholic and Protestant Christianity from 1618 to 1965. *Same as THL 633.*

HIS 579 - Eastern Europe During the Era of the Two World Wars

3 Credits

Covers Eastern Europe during the formative period of the two world wars. Examines the various ideas and developments that have helped to bring about the turbulence that has rocked the region in recent years and discusses the lives of the figures who helped to shape the destiny of this part of Europe.

HIS 580 - Eastern Europe Since 1945

3 Credits

Examines the political development of the nations of Eastern Europe from the end of World War II to the present. The takeover by the Russians, the development of Communist political regimes, and their role in the Cold War are emphasized. The collapse of Communism and the development of Eastern Europe today are also examined.

HIS 581 - Europe Since 1945

3 Credits

Since the end of World War II, Europe has grown toward greater economic cooperation but still experiences the pains of ethnic struggle and warfare. Examines the seemingly contradictory forces of unity and fragmentation. Studies the political, social, artistic, and religious evolution of the continent in recent decades.

HIS 583 - History of France, 1560-1660

This course may be offered occasionally.

HIS 586 - Era of the French Revolution

3 Credits

The causes, the course, and the consequences of the French Revolution will serve as the basis of this course.

HIS 587 - Europe, 1815-1852

3 Credits

Studies the political, diplomatic, cultural, and economic developments from the Napoleonic Era to the establishment of the Second French Empire.

HIS 588 - Europe, 1852-1890

3 Credits

Studies the social, political, economic, and diplomatic developments from the beginning of the Second French Empire until the end of the era of Bismarck.

HIS 589 - Era of Napoleon

3 Credits

Follows the rise of Napoleon Bonaparte, his military career, his mind, his weaknesses, his eventual fall from a position of great power, and his significant impact upon France and Europe of his time.

HIS 590 - Medieval Church History

3 Credits

Study of the development of the institutional aspects of the Medieval Church in relation to Western Civilization and of the major developments in the history of theology from Gregory the Great to the Reformation. *Same as THL 631.*

HIS 591 - Europe, 1914-1933

3 Credits

Examines the major political, cultural, and intellectual events and trends surrounding World War I and the interwar period to 1933. Particular attention paid to the Treaty of Versailles, the Russian Revolution, the Weimar Republic, the Great Depression, and the rise of totalitarianism, Fascism, and Nazism.

HIS 597 - Victorian and Edwardian Britain

3 Credits

Examines the political, cultural, and social history of the United Kingdom from the 1830s to the eve of World War I. The evolution of the British Empire during this period and the expansion of Britain's industrial economy will be among the topics considered.

HIS 608 - Germany, 1890-1920

3 Credits

Study of the Kaiser, the causes, and course of World War I and the peace settlement.

HIS 609 - Germany, 1920-1950

3 Credits

Study of the Weimar Republic, Hindenburg, Hitler, and World War II and its aftermath.

HIS 610 - Ireland in the 20th Century

3 Credits

Studies the political, economic, social, and religious factors in the transformation of twentieth-century Ireland since the Rising of 1916, including consideration of the problem of Northern Ireland.

HIS 612 - Modern Ireland to 1916

3 Credits

Covers the history of Ireland with emphasis on the Irish experience from the Rising of 1798 to the formation of an independent Irish state in the early twentieth century.

HIS 614 - Early Latin America

3 Credits

Assesses, from the initial encounter to the wars of independence, the impact of conquest and colonialism on pre-Contact peoples, the rise of immigrant populations, and the evolving institutional basis of colonial life. Specific topics include imperial politics, Spanish and Indian

towns, patterns of accommodation and resistance, colonial economies as well as the role of women, family, and kingship.

HIS 615 - Modern Latin America

3 Credits

Traces six selected countries (Mexico, Cuba, Brazil, Chile, Nicaragua, and Peru) from the 1910 beginning of the Mexican Revolution to the current War on Drugs, addressing particularly political transformations, social movements, economic strategies, and motivating ideologies from both a regional and comparative perspective. The goal is to understand the historical roots behind the challenges and promises confronting Latin America today.

HIS 618 - American Diplomatic History from the Mexican War to World War I

3 Credits

Emphasizes the diplomacy of the Mexican and Civil Wars, the roots of late 19th-century American expansionism, the causes and consequences of the Spanish-American War, and the nature of American involvement in World War I.

HIS 619 - American Diplomatic History from World War I to the Present

3 Credits

Examines the emergence of the United States as a world power in the twentieth century. Topics include the rise of the imperial presidency; United States involvement in the two world wars; the origins, course, and conclusion of the Cold War; and America's role in the new international order, particularly in the wake of 9/11.

HIS 622 - History of the British Empire

3 Credits

In its examination of the rise and fall of the British Empire, this course focuses chronologically and geographically on social, political, and economic issues. Explores many aspects of British Imperialism, including its origins; the Americas; imperial endeavors in Asia, Oceania, and Africa; social Darwinism; Nationalism; the transformation of the empire and the formation of the British Commonwealth of Nations.

HIS 625 - World War II

3 Credits

Examines the origins, character, historiography, and chronological contours of World War II in Europe and Asia. The time frame moves from the beginnings of the Spanish Civil War (1936) and the Sino-Japanese War (1937) through the postwar trials of war criminals. (*May be applied to either an American or a European major or minor area.*)

HIS 626 - France in the High and Late Middle Ages: The Capetian and Valois Eras

This course may be offered occasionally.

HIS 627 - Britain, 1914-1960

3 Credits

Examines the history of the United Kingdom and the British Empire during the period of the two world wars and imperial devolution. Social and economic issues connected with the Great Depression and the establishment of the welfare state after 1945 are also considered.

HIS 628 - History of the Middle East to 1920

3 Credits

The Middle East from Mohammed to the collapse of the Ottoman Empire after World War I will be examined in this course.

HIS 629 - History of the Middle East, 1920 to the Present

3 Credits

Covers the Middle East through the collapse of the Ottoman Empire, the rise of nationalism, the impact of World War I, the struggle for Palestine, World War II and after, Israel and the Arab world, and the Middle East in contemporary world affairs.

HIS 630 - Seminar in American History

3 Credits

Research and reading assignments in American history.

HIS 633-634 - History of Superstition and Folklore

This course may be offered occasionally.

HIS 639 - Colloquium on the Irish in America

3 Credits

Explores the Irish Diaspora in America and its effects. Attention given to both the Scotch-Irish and the Catholic Irish immigrant experience in America and the social evolution of those immigrants. Through selected readings, lectures, and discussion, examines the broad spectrum of the "Irish experience" from immigrant to middle-class American.

HIS 640 - Seminar in Irish History

3 Credits

Research and reading assignments in Irish history.

HIS 647 - The Arab-Israeli Conflict

3 Credits

Explores the origins, course, and implications of the Arab-Israeli conflict. Focuses on identifying the key issues and players in the crisis, the role of foreign powers in the regional conflict, the influence of religious fundamentalism, and the global implications of this ongoing dispute. The changing historiography of the conflict is also examined.

HIS 649 - Europe, 1933-1945

3 Credits

Surveys the political, economic, social, and cultural history of Europe from 1933 through 1945. Topics include the Great Depression, Italian Fascism, Nazism, the Spanish Civil War, Catholic social thought, World War II, the Holocaust, and the beginnings of the Cold War.

HIS 650 - Seminar in British History

3 Credits

Research and reading assignments in British history.

HIS 652 - La Belle Époque and World War I

This course may be offered occasionally.

HIS 654 - Seminar in European History

3 Credits

Research and reading assignments in European history.

HIS 656 - Europe, 1890-1914

3 Credits

Examines Europe in the years leading to the Great War. All aspects of the period will be covered, including the political and diplomatic maneuverings of the great powers, the challenges brought to European society by industrialization and secularization, the explosion of modernity in the arts, and military preparations - ending with the Christmas truce of 1914.

HIS 657 - Colloquium on the Cold War

3 Credits

Examines the origins, course, and outcomes of the Cold War. Class format combines lecture and a discussion of readings. Each student will do a different reading centering on a common topic, including Origins of the Cold War, Cold War Crisis Management, Containment and the Home Front, and the End of the Cold War.

HIS 670 - Seminar in Medieval History

3 Credits

Research and reading assignments in the Middle Ages.

HIS 673 - Seminar in Renaissance Era History

3 Credits

Research and reading assignments in the Renaissance to the end of the 16th century.

HIS 674 - Seminar in Reformation Era History

3 Credits

Research and reading assignments in the history of the Reformation period.

HIS 677 - History of the Catholic Church in the United States

3 Credits

Looks at the historical context from colonial days to the present in which the American Catholic Church has taken root, grown, and developed as a community of faith and as an institution. Explores the interaction of Catholics among themselves and with others within and outside the Church.

HIS 678 - America at War, 1941-1945

3 Credits

Begins with the isolationism and neutrality laws of the 1930s and extends through the postwar military tribunals, the readjustments of American society, and the onset of the Cold War. (*May be applied to either an American or a European major or minor area.*)

HIS 679 - America, 1945 to the Present

3 Credits

Explores the significant political, economic, diplomatic, and social developments in the U.S. since the end of World War II. Topics include postwar prosperity, the Red Scare, the struggle for racial and sexual equality, student protests in the 1960s, the problems of the modern presidency, and the contemporary crisis in the American economy.

HIS 680 - Seminar in Non-Western History

3 Credits

Research and reading assignments in non-Western history.

HIS 683 - History of Rhode Island

3 Credits

Introduces students to the history of Rhode Island from the first English settlement to the present day and will encompass significant social, political, and economic aspects of internal development and the relation of the state to the region and the nation.

HIS 685 - Seminar in East Asian History

3 Credits

Research and reading assignments in East Asian history.

HIS 700 - Directed Readings in European History

3 Credits

HIS 704 - Directed Readings in American History

3 Credits

HIS 707 - Directed Readings in East Asian History

3 Credits

HIS 710 - Directed Readings in Medieval History

3 Credits

HIS 716 - Directed Readings in Middle East History

3 Credits

HIS 718 - Directed Readings in Irish History

3 Credits

HIS 722 - Directed Readings in British History

3 Credits

HIS 724 - Directed Readings on Women in History

3 Credits

HIS 726 - Selected Topics in American History

3 Credits

HIS 727 - Selected Topics in Modern European History

3 Credits

HIS 728 - Selected Topics in Medieval History

3 Credits

HIS 729 - Selected Topics in East Asian History

3 Credits

HIS 730 - Selected Topics in Ancient History

3 Credits

HIS 780 - Thesis Research

6 Credits

Mathematics

MTH 500 - Foundations of Mathematics

3 Credits

Designed to prepare students for abstract mathematics. Logic, set theory, proof techniques, number theory, relations, functions, and cardinalities of sets will be covered.

MTH 501 - Algebraic Structures I

3 Credits

Discusses the theory of groups, rings, and fields. Homomorphisms, isomorphisms of groups, factor groups, fields of quotients of polynomials, and extension fields will be covered.

MTH 502 - Algebraic Structures II

3 Credits

Discusses vector spaces, linear transformations, matrices, eigenvalue problems, and canonical forms.

MTH 504 - Differential Equations

3 Credits

Discusses ordinary linear and nonlinear differential equations and systems of differential equations. Separation of variables, substitution techniques, integrating factors, undetermined coefficients, and variation of parameters, Laplace transforms, and infinite series will be covered.

MTH 506 - History of Mathematics

3 Credits

Discusses a historical development of calculus from the Greeks to eighteenth century analysis. The reading will be mainly from primary sources, and students will be expected to do some short independent research projects.

MTH 507 - Number Theory

3 Credits

Explores intriguing properties of natural numbers by studying the works of Fermat, Euler, and Gauss. Basic properties of prime and composite numbers, theory of divisibility, congruence, and cryptography will be studied.

MTH 511 - Mathematical Analysis I

3 Credits

Discusses the theory of analysis, such as metric spaces, sequences and limits, functions and continuity. The relationship between these properties and topological properties of the real numbers such as connectedness, completeness, and compactness will also be studied.

MTH 512 - Mathematical Analysis II

3 Credits

A continuation of MTH 511. Uniform continuity, sequences and series of functions, differentiation, Riemann integration, and the fundamental theorem of calculus will be covered. *Prerequisite: MTH 511 or permission of instructor.*

MTH 514 - Numerical Analysis

3 Credits

Discusses the application of numerical techniques to finding roots of algebraic equations, polynomial interpolation, estimating derivatives and integrals, and curve fitting.

MTH 516 - Graphing Calculators in the Classroom

3 Credits

Introduces the use of graphing calculators and other instructional technologies. Typesetting systems, computer algebra systems, course management systems, and screen-casting will be covered also.

MTH 518 - General Topology

3 Credits

Discusses metric and topological spaces, separation, and continuous maps and their invariants. The Stone-Cech compactification and Stone-Weierstrass theorems will also be studied.

MTH 523 - Probability and Statistics

3 Credits

Discusses classical and subjective probability, probability models, limit theorems, statistical inference, data analysis, regression, correlation, and prediction.

MTH 530 - Topics in Geometry

3 Credits

MTH 536 - Topics in Real Variables

3 Credits

MTH 537 - Topics in Complex Variables

3 Credits

MTH 538 - Topics in Algebra

3 Credits

MTH 539 - Topics in Logic

3 Credits

MTH 540 - Topics in Applied Mathematics

3 Credits

MTH 541 - Topics in Category Theory

3 Credits

MTH 545 - Topics in Combinatorics

3 Credits

MTH 546 - Topics in Discrete Mathematics

3 Credits

MTH 547 - Topics in Algebraic Topology

3 Credits

MTH 548 - Topics in Functional Analysis

3 Credits

MTH 635 - Object Oriented Algorithmic Computing

3 Credits

Discusses writing computer programs in an object-oriented language. Object-oriented analysis, algorithms, conditionals, iterations, functions, and libraries will be discussed. No programming experience is required.

MTH 636 - Graphical User Interfaces in Computer Science

3 Credits

Explores graphical user interface models and their implementation in a modern windowing environment, such as Visual Basic. Creating engaging and effective interfaces and consideration to the accommodation of special needs will be emphasized. No programming experience is required.

MTH 640 - Computers in Education

3 Credits

Discusses the instructional use of computers in the classroom setting through hands-on lab assignments. Word processing, databases, spreadsheets, desktop publishing, internet, multimedia, web design, and software evaluation will be discussed. No programming experience is required.

MTH 709 - Computers in Secondary School Mathematics

3 Credits

Covers the use of computer applications with numerical, symbolic, and graphical capabilities to enhance the teaching of mathematics. No programming experience is required. *Same as EDU 709.*

Theology

THL 500 - Theology: History and Methods

3 Credits

Introduces all graduate students in the respective programs to the study of theology, with special attention to the methods, purposes, and characteristics of theology as a field of inquiry and

scholarship, through a survey of the history of Christian theological thinking and the more significant figures or schools that contribute to Catholic theology.

THL 512 - Introduction to the Old Testament

3 Credits

Introduces the literature that is the foundation of the Judaeo-Christian tradition. Offers a critical introduction to the major books in the Old Testament: the Pentateuch, the Deuteronomistic History, the Prophets, and the Wisdom literature.

THL 513 - The Pentateuch

3 Credits

Provides a theological introduction to the first five books of the Bible (Genesis, Exodus, Leviticus, Numbers, and Deuteronomy) employing historical and literary critical methods.

THL 514 - The Prophetic Faith

3 Credits

Provides a theological introduction to the principal teachings of the classical prophets with special emphasis on Amos, Hosea, Isaiah, Jeremiah, and Ezekiel.

THL 516 - The Wisdom Literature

3 Credits

A theological introduction to the Wisdom literature of postexilic Judaism in light of its Egyptian and Mesopotamian sources and its significance for Jewish and Christian theology employing historical and literary critical methods.

THL 519 - Introductory Hebrew

3 Credits

Provides an introduction to Biblical Hebrew and leads to a reading competency of selected narrative portions of the Old Testament.

THL 520 - Introduction to the New Testament

3 Credits

Introduces the literature of the New Testament through a critical study of the synoptic Gospels, the Johannine literature, and the Pauline corpus.

THL 522 - The Synoptic Gospels

3 Credits

A theological introduction to the Gospels of Matthew, Mark, and Luke employing historical and literary critical methods and comparative analysis of the theological insights of each work.

THL 526 - The Johannine Writings

3 Credits

A theological introduction to the Johannine literature employing historical and literary critical methods, with special attention to the Gospel of John.

THL 528 - The Epistles of St. Paul

3 Credits

An introduction to the Pauline literature employing historical and literary critical methods, with special attention to the development of specific theological themes in his work.

THL 529 - Introductory Biblical Greek

3 Credits

Provides an introduction to New Testament Greek and leads to a reading competency of selected portions of the New Testament.

THL 535 - Patristic Theology

3 Credits

Explores the writings of the Fathers of the Church (late 1st to 8th century) which are foundational for the development of Christian thought and doctrine. Students will read the major

theological works from this period with attention to historical context, literary style, and the influence of these writings upon the development of doctrine.

THL 550 - Christ: Word and Redeemer

3 Credits

Explores the person of Jesus Christ in His identity and saving work, with particular attention to interpretations of the Incarnation, the meaning and effects of His death and resurrection, and His promise to return in judgment and glory.

THL 601 - Apologetics: Classical and Modern

3 Credits

Examines the ways in which the rational defense of Christian doctrine and life is expressed through the history of the Church into the present, with special attention to the relation of apologetics to evangelization, ecumenism, and interreligious dialogue.

THL 602 - Philosophy for Theology

3 Credits

Explores the basic philosophical concepts and schools of thought that have proven influential in the development of Christian reflection upon a revealed understanding of God and salvation history, with attention to themes such as natural theological knowledge of God or metaphysics generally, the structures of human nature and the moral life, and hermeneutics.

THL 611 - History of Pre-exilic Israel

3 Credits

Examines the Deuteronomistic History (Joshua, Judges, 1-2 Samuel . . . 1-2 Kings) with special attention to the theological significance of this literature.

THL 612 - The Psalms as Christian Prayer

3 Credits

Introduces the Psalms and their significance for Jewish and Christian understanding of the spiritual life and liturgical worship.

THL 613 - History of Palestine in the Jewish Period

3 Credits

Examines the political, social, cultural, and religious developments in the land of Palestine from the return of the exiles in Babylon to the fall of Jerusalem in 70 A.D., with special attention to the theological significance of these developments.

THL 614 - The Apocalyptic Literature

3 Credits

Provides an introduction to the literary form and theological significance of apocalyptic literature from Daniel to the Book of Revelation, with special attention to the intertestamental period.

THL 615 - Studies in the Dead Sea Scrolls

3 Credits

Introduces the literature of the community at Qumran discovered near the Dead Sea and explores the significance of the literature for a deeper understanding of the intertestamental period and the relations of Judaism and Christianity at this time.

THL 619 - Intermediate Hebrew

3 Credits

Extends the study of Biblical Hebrew and leads to a more profound reading competency of selected portions of the Old Testament.

THL 621 - The Theology of Mark

3 Credits

Provides a more advanced theological study of the composition, structure, and message of the Gospel of Mark employing historical and literary critical methods.

THL 622 - The Gospel of Matthew

3 Credits

Provides a more advanced theological study of the composition, structure, and message of the Gospel of Matthew employing historical and literary critical methods.

THL 623 - The Gospel of Luke-Acts of The Apostles

3 Credits

Provides a more advanced theological study of the composition, structure, and message of the Gospel of Luke and the Acts of the Apostles employing historical and literary critical methods.

THL 625 - The Epistle of Paul to the Romans

3 Credits

Provides a more advanced theological study of the composition, structure, and message of Paul's Letter to the Romans employing historical and literary critical methods, with special attention to the influence of Paul's theology for the history of the development of Christian theology.

THL 627 - Catholic Epistles and Hebrews

3 Credits

Provides a more advanced theological study of the composition, structure, and message of James 1 and 2, Peter, Jude, and the Letters of the Hebrews.

THL 629 - Intermediate Biblical Greek

3 Credits

Extends the study of New Testament Greek and leads to a more profound reading competency of selected portions of the New Testament.

THL 630 - Early Christian History

3 Credits

Traces the history of the early Church from its roots in Judaism and the development of Christian tradition up through the age of Augustine. *Same as HIS 571.*

THL 631 - Medieval Church History

3 Credits

Study of the development of the institutional aspects of the Medieval Church in relation to Western Civilization and of the major developments in the history of theology from Gregory the Great to the Reformation. *Same as HIS 590.*

THL 632 - The Reformation

3 Credits

Studies the complex religious, social, and political factors that led to the Protestant Reformation and its subsequent developments that created new expressions of Christianity. Also considers the Roman Catholic response to the Protestant Reformers and the development of Tridentine Catholicism. *Same as HIS 573.*

THL 633 - Modern Church History

3 Credits

Examines the ecclesial and theological developments within Catholic and Protestant Christianity from 1618 to 1965. *Same as HIS 578.*

THL 635 - Patristic Exegesis

3 Credits

Explores the development of literal and spiritual methods of biblical exegesis through close reading of Patristic texts, including commentaries and homilies. Particular attention given to the significance of biblical interpretation in the development of Christian doctrines and practices.

THL 637 - Christian Monasticism

3 Credits

Explores the history of the development of Christian monasticism in the early Church together with a close reading of the primary texts in the Greek and Latin monastic traditions, with attention to the significance of these works for insight into the practice of the Christian life and the self-understanding of the Church.

THL 638 - Patristic Liturgy

3 Credits

Investigates the development of the Christian liturgy from its biblical sources through the patristic period, with particular attention to the development of insight into Christian doctrines and practices according to the principle *lex orandi lex credendi*.

THL 639 - Theology of St. Augustine

3 Credits

Introduces the thought of Augustine of Hippo through extensive readings in the primary texts, especially *On Christian Teaching*, *The Confessions*, *The City of God*, *On the Trinity* and Augustine's biblical commentaries and polemical writings, with special attention to the emergence and development of specific themes in Augustine's thought, including creation, sin, Christ, grace, and redemption.

THL 640 - Thomas Aquinas: Doctrine of God

3 Credits

Investigates the development and content of Aquinas' doctrine of God, One and Three, as expounded especially in his *Summa Theologiae*, with attention to the biblical, patristic, and philosophical sources of his thought and the contemporary significance of his contributions.

THL 642 - Thomas Aquinas: Doctrine of Christ

3 Credits

Investigates the development and content of Aquinas' doctrine of Christ, as expounded especially in his *Summa Theologiae*, with special attention to the Incarnation; the pattern of Jesus' life; His role as Mediator and source of grace; His saving Passion, Resurrection, and Ascension; and His return in glory.

THL 644 - Thomas Aquinas: Moral Theology

3 Credits

Investigates the foundational and applied *Summa Theologiae* as well as in other specialized works, with special attention to Aquinas' sources and method, considered in light of both perennial and contemporary moral questions.

THL 646 - Thomas Aquinas: Doctrine of Sacraments and the Church

3 Credits

Investigates the general and specific elements of Aquinas' doctrine of the Sacraments of the Church, as expounded especially in the *Summa Theologiae*, with attention to the historical context of this thought and application to the contemporary life and mission of the Church.

THL 650 - Theology of Redemption

3 Credits

Explores the biblical meaning of salvation and redemption in light of ongoing theological interpretation of Christ's saving work in the Fathers, Anselm of Canterbury, Thomas Aquinas, the Reformation theologians, and in contemporary theological reflection.

THL 651 - God: One and Three

3 Credits

Examines the One God who is Three Persons, in light of the Biblical sources and the historical development of the doctrine, with special attention to contemporary issues and approaches to the Christian doctrine of God.

THL 652 - The Creator and Creation

3 Credits

Explores the doctrine of creation and the divine gift of a created order, with particular attention to developments and questions in theological anthropology - the study of human nature and personal destiny - interpreted in light of divine providence and the grace of Christ, and the evil of sin and the fallen human condition.

THL 654 - The Church: People of God, Body of Christ

3 Credits

Explores the reality of the Church, the People of God and Body of Christ, with particular attention to the sacramental nature of the Church as a kind of sign and instrument of intimate union with God and the unity of the human family within salvation history.

THL 656 - Major Documents Of Vatican II

3 Credits

Explores the history and theology of the Second Vatican Council, with particular attention to "*Sacrosanctum Concilium, Lumen Gentium, Gaudium et Spes, and Dei Verbum,*" together with a study of the history of the ongoing reception of the Council.

THL 658 - Mary: Mother of God and the Church

3 Credits

Investigates Christian doctrines about Mary, with attention to the doctrine of grace (Immaculate Conception) and eschatology (Assumption), her motherhood and virginity, and the history of Marian devotion and iconography.

THL 662 - The Sacraments and Worship

3 Credits

Explores the theology of sacraments and sacramentality in general, and the seven Sacraments of the Church in particular, with attention to the celebration of the sacraments in their liturgical setting as forms of participation in the worship of God the Father, with Christ, in the Holy Spirit.

THL 664 - The Holy Eucharist: A Theological Study

3 Credits

Explores the development of Christian understanding of the Eucharist in light of the biblical sources, with attention to its elaboration in the Fathers, Thomas Aquinas, and contemporary theology, under the aspects of its reality as meal, sacrifice, and real presence of Christ.

THL 665 - The Ecumenical Movement

3 Credits

Explores the different attempts at reconciliation that have taken place within the Christian Church in the context of the divisions and difficulties that have arisen within Christianity over 2,000 years. Students will study primary source documents from the various councils and secondary sources that provide historical background. This historical approach is complemented by several lectures devoted to specific church-dividing issues.

THL 670 - Fundamental Moral Theology

3 Credits

Explores the basic structure of the moral life according to the witness of Sacred Scripture, the Fathers of the Church, and theological tradition, with attention to the goal of human moral action, the life of virtue, contemporary debates about fundamental moral questions, recent Church teaching, especially *Veritatis Splendor*, and ecumenical and interreligious perspectives.

THL 673 - The Commandments in Tradition and in Contemporary Thought

3 Credits

Investigates the nature and role of law in moral theology, with particular attention to the Greatest Commandment and the Decalogue, and the presentation of the Commandments in Scripture, Thomas Aquinas, the *Catechism of the Catholic Church*, and in contemporary moral theology.

THL 675 - Applied Moral Theology

3 Credits

Introduces a theological analysis of a range of contemporary moral issues in areas such as sexuality and reproductive technologies, euthanasia and abortion, sexism and racism, labor, poverty, and the just distribution of wealth, immigration, capital punishment, modern warfare, and the environment.

THL 677 - Sexuality and Marriage

3 Credits

Explores the development of the Christian understanding of sexuality and marriage, with particular attention to the theological meaning of the body, the virtue of chastity, the life of Christian celibacy, and the relations between eros, friendship, charity, and family in the context of a sacramental understanding of marriage.

THL 680 - History of Christian Spiritualities

3 Credits

Introduces the primary literature of the Christian tradition of spirituality, with particular emphasis upon the basic elements of spiritual theology, the development of different forms of

spirituality in the history of the Church, and the relation of Christian spirituality to doctrine and practice.

THL 682 - Dominican Spirituality in The Life of the Church

3 Credits

Explores the historical and spiritual dimensions of the founding of the Dominicans, with particular attention to the Dominican understanding of preaching, the relation of contemplation, study, and action, and the history of the ongoing development of a distinctly Dominican spiritual charism.

THL 700 - Independent Study in Sacred Scripture

3 Credits

Designed to permit students to engage in intensive reading or original research in sacred scripture under the direction of one or more members of the department. Topics for investigation and a detailed program of objectives and proposed methods must be arranged between the student and his/her advisor(s) prior to registration.

THL 710 - Independent Study in Theology

3 Credits

Designed to permit students to engage in intensive reading or original research in theology under the direction of one or more members of the department. Topics for investigation and a detailed program of objectives and proposed methods must be arranged between the student and his/her advisor(s) prior to registration.

THL 720 - Special Topics in Sacred Scripture

3 Credits

THL 740 - Special Topics in Theology

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THL 800 - M.A. Biblical Studies Thesis and Defense

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