

# REGIS COLLEGE

NOVEMBER 2011

# UPDATE

TO THE

# academic catalog 2010–2011

[click to open  
Academic Catalog  
2010-2011](#)



Bring Your Purpose. Find Your Path.

**click to open**  
**Academic Catalog**  
**2010-2011**

# October 2011 Update to the Regis College Academic Catalog AY 2011-2012

Page numbers refer to the Academic Catalog 2010–2011. Only substantive additions or changes are listed; deletions are usually not indicated. New course are so labeled.

p.2



Antoinette M. Hays, PhD, RN  
President

p. 2

#### President's Message

Regis College has a rich history of educating students who succeed in a complex, changing world. We offer the full range of degrees from the associate and bachelors to the master's and doctorate, and all degree programs are open to both women and men. Our undergraduate enrollment has been growing, and Regis is a leader in graduate program innovation.

p. 2

Here you will be encouraged to think across the disciplines and become a positive influence on society. Today, you are a student challeng-

ing yourself intellectually. Tomorrow, you will have strengthened your knowledge and talents so that, wherever you go on the globe, you can bring your insight and skill to those who need it.

p. 5

#### HISTORY

(Second Paragraph)

In the first decade of this century, Regis College has itself walked a path of transformation. In January 2007, Regis began offering its first doctoral program (the DNP or Doctorate of Nursing Practice). In September 2007, Regis College officially and seamlessly made the co-ed transition and opened its doors to men as well as women undergraduates. In 2008, the Regis faculty strengthened the core curriculum at Regis through a major revamping. For 2008–2011, and again for 2011–2015, Regis has been renamed a Center of Excellence in Nursing Education by the National League of Nursing—one of the first nursing programs in New England to be so designated. In 2009–2010, the College built aesthetically pleasing, state-of-the-art athletic fields on its north side. And in 2010 the college began implementing ten interdisciplinary Pathways of Achievement to guide all who study here—graduate and undergraduate students alike—through various arts and sciences to the realization of their academic and professional goals. Bring your purpose and find your path at Regis. We will meet you on your way.

p. 7

Social Work Program is accredited by the Council on Social Work Education. The Nursing Programs are accredited by the National League for Nursing Accrediting Commission (3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326 phone 404-975-5000 [www.nlnac.org](http://www.nlnac.org).) The Medical Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT, 20 N.

Wacker Street, Suite 2850, Chicago, IL 60606-3282; 312-704-5300). The Nuclear Medicine Technology program is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT, 2000 W. Danforth Rd., Ste 130 #203, Edmond OK 73003. www.jrcnmt.org)

p. 7

Degrees & Certificates

Master of Arts in Heritage Studies

Master of Science in Biomedical Sciences

Accelerated BS in Medical Imaging for Students holding a BS or BS in a non-medical imaging field

Certificate in Integrative Health

Certificate in Public Health

p. 9

2. Health Professions (Master's degree) Changed to Regulatory & Clinical Research Management

Regulatory & Clinical Research Management

RT to BS in Medical Imaging

3. Bio Medical Science

BS in Medical Imaging

MS in BioMedical Sciences

6. Heritage Studies

Master of Arts in Heritage Studies for a Global Society

p. 10

4. Health and Human Service

BS in Health and Fitness, with tracks in Nutrition, Sports Management, Exercise Science

BS in Medical Imaging, Nuclear Medicine Technology or the degree completion program

BSW in Social Work

Public Health—minor

BS Medical Imaging

5. Science

BA in Biology

BA in Psychology (Licensure in Elementary Education available)

BA Biochemistry

p. 11

ASSOCIATE DEGREE PROGRAMS at a glance

The Nursing and Radiography Programs (associate of science degrees)

In 1998 the Lawrence Memorial Hospital School of Nursing, in existence since 1924, collaborated with Regis College to provide an associate degree nursing program. The professional associate of science degree with a major in nursing is approved by the Board of Registration in Nursing of the Commonwealth of Massachusetts and accredited by the National League for Nursing Accrediting Commission. In 2004, the Radiography Program was started to meet the need for more medical radiographers for the health care industry. The Radiography Program is accredited by the Joint Review Committee on Education in Radiologic Technology

p. 11

Enrollment

Total enrollment is about 350 students whose ages range from 17 to over 50. The majority of students are 21 to 30 years old and most have taken some college level courses prior to enrollment or have college degrees. About ten percent are male students and eight percent are minority.

p. 11

Library

The Medford campus library serves the information needs of the school's faculty and students as well as the health system's administrators, medical staff and employees. The library is accessible to students 24 hours a day, 7 days a week and is staffed Sunday through Friday. All entering students receive basic library instruction as part of the orientation program. The librarian also provides group and individual instruction to students throughout their enrollment including database searching and World Wide Web searching.

The library collection contains over 2,000 volumes and approximately 100 health-related periodicals, one-third of which are nursing titles. Computers are available for searching CINAHL, the preeminent nursing database as well as for word processing, PowerPoint production and Internet access for academic research. Access to evidence-based resources such as the Joanna Briggs Institute, Nursing Reference Center, Dy-

named, and the Cochrane Library of Systematic Reviews is also available.

The library is a member of a state-wide health science library network, and the National Library of Medicine's National Network of Libraries of Medicine.

p. 12

### Accreditation

The radiography Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 North Wacker Drive, Suite 2850, Chicago, IL 60606-5300, Phone: 312-704-5300, Fax: 312-704-5304, [www.jrcert.org](http://www.jrcert.org).

p. 12

### Laboratory Facilities

Students enrolled in the LMRC Nursing and Radiography programs use the nursing and radiography laboratories on the Medford campus. Students are able to become proficient in skills while in the safety of a laboratory environment. Twenty-four hour a day access to the nursing and radiography laboratories allows unlimited student practice opportunities.

The Radiography program offers fully operational X-ray laboratories with both computed radiography and film screen technologies.

p. 13

### Athletic Facility

The Athletic Facility features a competition-size swimming pool with an outdoor patio and sun deck; a Jacuzzi and sauna; a multipurpose gymnasium that incorporates a regulation basketball court, and volleyball courts, a lounge area and athletic offices; a dance studio; a fitness center with weight machines and cardiovascular equipment; a trainer's room; a team room; and offices for several staff members. The C3 Café is located in the lobby of the Athletic Facility.

p. 13

### Transportation

Shuttle service is provided to and from the Riverside MBTA station when classes are in session. Shuttle schedules are posted on-line, outside the Student Union and are available in the Campus Police Office.

p. 14

### Post Office

The Post Office, located on the lower level of the Student Union is open for service Monday-Friday

9 a.m.-4 p.m. All full-time commuter and resident students are provided with a post office box and combination. The Post Office sells stamps and mails domestic packages (with certain restrictions) and international packages weighing less than six ounces. The United States Post office also provides a mailbox on campus located outside the Spellman Museum.

p. 14

### Information Technology Services

Information Technology Services (ITS) provides campus-wide networking, communication and information services. Our campus-wide network provides students, faculty, and staff with Internet access, email, telephone services, cable TV, library services, and web-based application services. Every residence hall room, classroom, common room and office is connected to the campus network and the Internet. ITS provides the following technology services to the Regis community:

- ITS Helpdesk
- Academic Computer Labs
- Internet Access (wired and wireless)
- Network services and storage
- Moodle Learning Management System
- Regis Access web applications
- Smarthinking 24/7 online tutoring service
- Email
- Phone service
- Cable TV

The ITS department is located on the 1st floor of College Hall with the helpdesk housed in room 131. ITS is committed to the integration and support of technology in every aspect of campus life.

Please visit [http://www.regiscollege.edu/current\\_students/index.cfm](http://www.regiscollege.edu/current_students/index.cfm) for links to academic applications and [http://www.regiscollege.edu/administration/information\\_technology.cfm](http://www.regiscollege.edu/administration/information_technology.cfm) for additional information on ITS.

p. 24

**FINANCIAL AID for undergraduate students**

Regis College offers many types of financial aid. Students may be awarded scholarship funds or one of the federal and state programs in which the college participates. Federal programs include the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan, Federal Direct Loan, and Federal Work-Study (FWS). State programs for Massachusetts residents include the Massachusetts State Grant, and the Gilbert Grant. Residents of other states may qualify for the scholarship program specific to their state. A student may receive financial assistance from one or a number of these sources, as eligibility and funding allow.

p. 26

**FINANCIAL INFORMATION for undergraduate Students****Tuition, Fees, and Other Charges\***

All current tuition and fees can be found on the Regis College website at [http://www.regiscollege.edu/\\_costs\\_financial\\_aid/undergraduate.cfm](http://www.regiscollege.edu/_costs_financial_aid/undergraduate.cfm).

p.26

**Billing Policies and Procedures**

Undergraduate semester bills for the academic year commencing in September are available on your Regis Access account in June with a due date of early August for the fall semester, and in November with a due date of mid-December for the spring semester. Extended Learning bills are available on your Regis Access account in June for the fall semester and in December for the spring semester. The exact due date is shown on the billing statements. Summer session tuition and fees are due upon registration.

No student is eligible to attend classes or to live in the residence halls unless charges owed are paid by the due date specified on the bill or unless alternative payment arrangements have been made with the Bursar's Office. Failure to settle accounts in full, at any time, may prevent the student from receiving a transcript of grades or a degree. In addition, other services may be temporarily or permanently suspended. A student's registration is subject to cancellation if the charges for a semester or session are not paid according to the stated policy.

Undergraduate tuition and room and board deposits, required annually, are due April 1 for continuing students and May 1 for incoming first-year students and transfer students. These deposits are applied to each semester's tuition bill. A one-time security deposit is due from all full-time undergraduate students upon entering the College and will be refunded following graduation.

p. 27

**Payment Policies and Procedures**

Student account bills may be paid in one of the following ways:

Online @[regiscollege.edu/current\\_student/index.cfm](mailto:regiscollege.edu/current_student/index.cfm). This is an internet portal through our third party payment partner, Official Payments.

Lockbox payments at the address given below:

Regis College

C/O Century Bank

Electronic Services

PO Box 87

Medford, MA 02155

Electronic Funds Transfer (EFT). Individuals wishing to make payments by EFT must contact the Office of Student Accounts at 781-768-7206 to obtain appropriate banking information.

In Person. The Office of Student Accounts is available to accept payment in the form of cash, Check, or debit/credit cards. We accept the following cards: VISA, MasterCard, American Express, and Discover.

Students may view their account bills anytime on Regis Access. Students assume the full responsibility for payment of their account with Regis College and for any and all cost incurred by the College to collect payments; including late fees, collection costs and legal fees.

p. 28

**Statement of Account**

For the convenience of students, financial aid which has been tentatively awarded by the Office of Financial Aid is shown in an Estimated Aid section of the Statement of Account and is deducted from the balance due on the presumption that the amount listed will be received in due course by the College. If the student was awarded financial aid and it does not appear on the bill, this means the aid has not been completely processed and cannot be officially applied to the bill. In that instance, the bill may be sub-

ject to an assessment of late payment charges if not resolved in a timely manner. The student should immediately contact the Office of Financial Aid to determine the status of aid awarded should it not appear on the Statement of Account. Federal Work Study or Institutional work awards are wages to be earned at a future date and do not appear on the student bill.

Certain types of aid when actually applied by the College may differ from the estimated aid on the bill. For example, the financial aid award may change if the student decides to change from resident to commuter status or when a student changes from full-time to part-time enrollment. Should this occur, revised financial aid amount, if any, will be reflected on the next billing.

#### p. 32

### ACADEMIC ADVISING & Student Success Services

#### Student Success Center

The Student Success Center provides for the academic support needs of all Regis students. The Student Success Center offers a variety of services to assist both undergraduate and graduate students in achieving their academic goals.

The Writing Center—Professional Writing Tutor and Peer Writing Assistants

Smarthinking Online Tutoring Services

Professional Math tutors

Peer Tutors and Peer Mentors (for undergraduate students only)

Mini-Versity Academic Skills Workshop

Office of Experiential Learning and Career Development

Director of Student Disability Services

Learning Specialist

Advisor to International Studies

#### p. 33

#### Experiential Learning & Career Center

Individual career counseling sessions with professional staff

Career development services include career and self exploration, skill development, strategic planning, graduate school and employment research, and professional networking.

Internship program providing students with opportunities to gain practical experience in a variety of fields while receiving academic credit.

Job listing of full-time, part-time and summer employment in the private, public, and nonprofit sectors.

Job search assistance focusing on resume and cover letter writing, networking, interviewing, and strategies for job searching.

Graduate school advising and assistance with the application process.

Off-campus teacher job fair attended by school personnel from across the country.

Throughout the year, the ELCC is open Monday through Friday, 9:00 a.m.–5:00 p.m.

#### p. 34

### Affiliations with Health-Care Facilities

The Regis Nursing Programs offer a wide variety of health-care settings where students may obtain enriching clinical experiences appropriate for their educational and professional goals. Students are placed in acute, sub-acute, and long-term care facilities; nurse-managed clinics in homeless shelters; elementary and secondary schools, visiting nurse associations and elderly and low-income housing in both urban and suburban settings. Qualified nurse practitioner students have the opportunity to complete a portion of the clinical requirements in approved national or international settings.

#### p. 42

### STUDENT Community Life

#### Campus Network and Internet Services

The campus network provides access to campus applications and the Internet. Wireless access is available throughout the library, in all dorms and in most common areas on campus. Network ports are available in all offices, residence halls, computer labs and the library. Residents using personal computers will have access to the campus network and the Internet in their residence hall rooms through both network ports and wireless access.

Three Regis accounts are available for every student (a network login and email, RegisAccess, and Moodle) enabling extensive use of Regis College's technology resources.

Faculty, staff and students are responsible for reading and adhering to the College's Technology Ethics and Privacy Agreement posted at [http://www.regiscollege.edu/administration/ethics\\_privacy\\_agreement.cfm](http://www.regiscollege.edu/administration/ethics_privacy_agreement.cfm).

Use of College technology accounts constitutes acceptance of the terms of the Technology Agreement.

p. 42

Commuter Student Services

Regis provides an abundance of activities and support services for commuter students. The Community Life Department plans social events and hosts a series of Commuter Luncheons throughout the year. Lounges, mailboxes are all available to commuting students. Many commuters form car pools; others use the Regis shuttle, which provides regular transportation to Riverside station. Commuters are encouraged to take advantage of all that the College has to offer.

p. 44

Regis College Student Organizations

Listed below are just some of the ways for students to become involved in the Regis College community. If you are interested in starting a new club or organization, stop by the Student Activities Office in St. Joseph Hall, Room 219, x7049

- AAA (Asian American Association)
- ALANA (African-American, Hispanic, Asian, Native American Association)
- Black Student Organization
- Campus Activities Board
- Campus Ministry
- Class Officers
- CVSA (Cape Verdean Student Association)
- Commuter Student Association
- Dance Company
- Dynasty Step Association
- Education Club
- Gay-Straight Alliance
- Glee Club
- GNSO (Graduate Nursing Student Organization)
- Gospel Choir
- HASO (Haitian American Student Organization)
- Hemetera Literary Magazine
- Instrumental Ensemble
- LASO (Latin American Student Organization)
- Model United Nations

*Mount Regis* (Yearbook)

- Orientation Staff
- Psychology Club
- Red Cross Club
- Regis College Theatre Club
- RHA (Residence Hall Association)
- RSNA (Regis College Student Nursing Association)
- SAAC (Student Athlete Advisory Committee)
- Science Club
- SGA (Student Government Association)
- SUSS (Students Uniting for Social Services)
- Tower Society (Student Ambassador Program)
- WRGS (College Radio Station)

p. 46

The Major

*Added*

Medical Imaging, with tracks in Nuclear Medicine Technology & Degree Completion Program (for certified technologists)

p.47

UNDERGRDUATE PROGRAMS

General information

Baccalaureate Degree Requirements

Regis College offers a baccalaureate program of study leading to the Bachelor of Arts degree, Bachelor of Science degree, and Bachelor of Social Work degree. Most students complete the degree in four years.

The baccalaureate degree is conferred upon candidates who have satisfactorily completed a minimum of 120 semester credit hours, with a cumulative grade-point average of at least 2.00 and who have completed the requirements for a major field, as well as the General Education Program requirements. Certain programs, such as Nursing, Nuclear Medicine Technology, Social Work, and Elementary and Secondary Teaching Licensure Programs, require the student to earn a higher GPA.

A normal course load for a full-time student is...

p. 47

## Heritage and Foundation

*Revision:* FIRST-YEAR SEMINAR: by completing a one-semester course (RC 101; 3 credits).

## Application and Integration

Core Capstone Experience (1 credit hour)

p. 48

Students pursuing the Bachelor of Science in Nursing fulfill this requirement by completing SP 100 Spanish for Health Professionals or PG 100 Portuguese for Health Professionals.

## UNDERGRADUATE: New or Revised Courses

p.52

## Revised description:

## First-Year Seminar

The Regis College First-Year Seminar course is a signature component of a Regis College education and a cornerstone for advanced study. The Seminar is a multi-section course with a common syllabus and common activities that involve all first-year students and Regis faculty. It meets twice a week for one hour and fifteen minutes, and receives three credits.

p.55

## BIOCHEMISTRY

## MAJOR

## Required for the Major

The following core courses are required for the major. For a complete description of each course, see the course offerings in Biology, Chemistry, Mathematics, and Physics. Bi 209, 210, 307; Ch 103, 104, 305, 306, 307, 313, 315, 316; MA 101; PY 213; two seminars: BI 404 or Ch 404 and a second seminar selected from the Biology or Chemistry seminar offerings; one upper-level elective from courses in Biology or Chemistry. For students planning graduate work in Biochemistry, additional work in mathematics and physics is strongly recommended.

p.55

Michael Bilozur, Co-Chairperson  
Mary Lombard, Co-Chairperson  
Elizabeth Kilpatrick

Amy Knapp

Anne Powers

Verna-Ann Power-Charnitsky

p.58

## MINOR

## CHEMISTRY

## COURSE DESCRIPTIONS

CH 101: Prerequisite: MA 100 or able to enroll in MA 101, MA 105, MA 210, or MA 211.

CH 103/CH 104: Prerequisite: MA 100 or able to enroll in MA 101, MA 105, MA 210, or MA 211.

CH 105: Prerequisite: MA 100 or able to enroll in MA 101, MA 105, MA 210, or MA 211.

p.58

## MINOR

## CHEMISTRY

## COURSE DESCRIPTIONS

CH 308 Deleted line. (Not offered 2010–2011 academic year)

CH 309 Deleted line. (Not offered 2010–2011 academic year)

CH311 Deleted line. (Not offered 2010–2011 academic year)

p.64

UNDERGRADUATE COURSE DESCRIPTION  
ECONOMICS*New Course:* EC 304: History of Economic Thought

This course is a survey of the evolution of economic ideas. Economic theories and policies will be related to the socioeconomic and intellectual climate of their times. Major economic thinkers from Adam Smith to current mainstream economists will be studied as well as economists critical of their ideas. Prerequisites: EC 201 or EC 202

p66

## EDUCATION

*New Course:* ED 315: Content Area Reading Instruction: Middle/Secondary School

This course is designed to develop understanding of literacy teaching and learning for students in middle and secondary school programs. The course will focus on increasing student performance in content areas by understanding and

utilizing successful teaching research-based strategies and Focusing on current methods, theories, materials, and assessments used in content literacy instruction. Prerequisites: EN 105, EN 106

p. 68

## ENGLISH

### *New Course:* EN 230: Writing Workshop: Creative Non Fiction

This course will examine the stylistic elements and technical issues involved in writing creative nonfiction. In a workshop setting, students will craft essays and regularly receive feedback through peer response and conferences with the instructor. Course readings will feature model creative nonfiction essays, including personal essays, nature meditations, medical narratives, place/travel writing, and portraits, as well as articles in which creative nonfiction writers discuss their own writing processes. Prerequisites: EN 105, EN 106

p. 68

### *New Course:* EN 288: Special Topics

Students will explore a selected topic of study within English for the semester. Depending on the topic, students may look at course materials from a multi-disciplinary perspective.

### *New Course:* EN 288A: Special Topics: Science Fiction

The focus of this special topics course is science fiction. Students will engage in close study of science fiction literature, one of the largest niches of literature in existence today. Blending the thrill of adventure with scientific speculation, science fiction offers us a look at a world that could be. Beginning with its modern origins in Mary Shelley's *Frankenstein*, and through study of some nineteenth-century masters, like Jules Verne or H. G. Wells, we will explore in depth the golden age of science fiction writing, focusing on Ray Bradbury, Isaac Asimov, Arthur C. Clarke, and Robert Heinlein. Finally, we will explore the contemporary science fiction greats, and the future of writing about the future.

### *New Course:* EN 288B: Social Topics: The Literature of J.R.R. Tolkien

In this class, students will study the fiction, literary criticism, and translations of J.R.R. Tolkien, using his writing as an entry into both 20th-century British literature and the literature of

the middle class ages which inspired him. The course will naturally focus on his greatest work, *The Lord of the Rings*. Students can be expected to do a great deal of reading and writing in this class. Prerequisites: EN 105, ED 106

p. 68

### *Revised Course:* EN302B: Literary Criticism and Theory

This seminar examines the history and practice of literary criticism and theory. Students will practice applying various theoretical approaches to several literary texts. The course is open to juniors in the English major as well as any other interested students with permission of the instructor.

p. 70

### *New Course:* EN 329: Writing for Community Service

This is an advanced writing course which emphasizes writing for community service agencies and issues. In addition to individual writing projects, students will work in teams to design, develop, and carry out writing projects in response to the needs of the community. Prerequisites: EN 105, EN 106, with a grade of B or above, and/or the recommendation of a professor who has seen evidence of the student's writing abilities

p. 70

### *Revised Course:* EN 401B Seminar: Intensive Study of a Time Period or Major Writer

This seminar provides an in-depth study of the literature of a time period with an emphasis on cultural, historical, and aesthetic contexts that enrich understanding of literature of the time. Alternatively, the seminar may examine the works of one major writer with a focus on the development of the writer's life, literary, historical, and cultural influences, and his or her enduring legacy. Prerequisite: Senior standing or with permission.

p. 70

## HEALTH AND FITNESS

Catherine Fuller, Department Chair

Marybeth Lamb

Cheryl Bentsen

Devin Cashman

Mark Clemente

Elizabeth Conant  
 Wendy Cook  
 Jacqueline Gentile  
 Nate Hager  
 Michael Kotch  
 Julie Plant  
 Lori Wasserman

p. 74

## HISTORY

*New Course: HI 113: Pestilence and People: History and Social Consequences of Epidemics*

This course will demonstrate how studying an epidemic can provide insights into the nature of a specific society. Themes will include the extent to which epidemics act as agents of social, economic, religious and political change, the organized public health response to each epidemic, and the development of medical therapeutics and technologies. It will also provide a historical perspective from which to consider the expectations the lay public now has for health professionals to contain today's epidemics.

p. 76

*New Course: HI 388: Special Topics in History*  
 This course is designed to offer special topics in history at the upper level. It will be offered on the basis of necessity and faculty availability.

p. 77

## INTERDISCIPLINARY COURSES

*New Course: ID 214: Environmental Studies: People, Planet, Prosperity*

This course takes an interdisciplinary approach to the study of how we interact with and impact our natural environment. Students will integrate different concepts and perspectives from the humanities, social sciences, and natural sciences, providing a framework for the study of the relationship between humans and the environment. The course will demand from students a balanced understanding of basic scientific concepts, important societal factors (cultural, political, and economic), and the historical and ethical dimensions that influence our decision making, and ultimately, the fate of our planet. A service-learning project will allow students to explore current environmental challenges (e.g., climate change, sustainable agriculture, overfishing,

etc.) and seek innovative solutions designed to bring about environmental sustainability for our campus, our communities, and the world.

p. 77

*Restored Course: ID 220-07 Animals in World Literature*

This course focuses on the various ways in which animals appear in literature from an eco-critical perspective. Selected writings will focus on poetry and prose, short stories and novels. Works studied will be by authors such as Aesop, La Fontaine, Flaubert, T.S. Eliot, T. Morrison, B. Kingsolver, J. Cortázar, M. Denevi, and others.

p.77

*New Course: ID 236: Introductory Astronomy*

This course introduces students to the fundamental aspects of the history, philosophy, and science of the astronomical universe. It will provide students an opportunity to learn and appreciate the world of Astronomy and how it relates to their other studies, their careers, and their lives as citizens and professionals. Students will discover the phenomena of our solar system and beyond—planet and moons, asteroids and meteors, stars and black holes, constellations and galaxies and several other phenomena. Prerequisites: EN 105; MA 100 or above.

p. 79

## MANAGEMENT LEADERSHIP

*New Course: MT 250: Principles of Federal Taxation*

This course introduces students to a broad range of tax concepts and types of taxpayers, particularly within a framework of financial accounting. The role of taxation in the business decision-making process is emphasized. The student is exposed to professional standards and ethics; and learns to do basic tax research and tax planning. This course gives an understanding of the interrelationship and differences between financial accounting and tax accounting. Also considered is the distinction among for-profit, not-for-profit, and governmental accounting entities, and the history of the Internal Revenue Code.

p. 80

**MATHEMATICS AND COMPUTER SCIENCE**

Additional faculty in Mathematics:

Helen Kim

Robert Gallagher

p. 81

**Revised Description: MA 210: Statistics**

Basic principles of statistics, including descriptive methods, hypothesis tests, estimation, correlation and regression, analysis of variance and Chi-square test of independence. Emphasis on applications. Prerequisite: C- or better in MA 100 or satisfactory score on Accuplacer.

p. 81

**Change in Course Number: MA 220: Discrete Mathematics (formerly MA 110)**

Introduction to discrete mathematical tools used in computer science. Topics include set theory, elementary logic, combinatorics, graphs, trees, induction, and recursion. Required for this course is a working knowledge of algebra and elementary functions. Prerequisite: C- or better in MA 100 or satisfactory score on Accuplacer.

p. 81

**Bachelor of Science Medical Imaging**

**Bachelor of Science in Medical Imaging**

David Gilmore

**Nuclear Medicine Program**

This is a collaborative program developed by Regis College and the Beth Israel Deaconess Medical Center. It is one of several program options in development in the Medical Imaging Program.

**Curriculum Plan for Nuclear Medicine**

**YEAR 1**

Fall:

EN 105 Writing Seminar I	3
BI 105 Anatomy & Physiology I	4
SO 201 Intro to Sociology	3
RC 101 First Year Seminar	3
MA 101 Intro Calculus	3
	16

Spring:

EN 106 Critical Reading, Writing, Think.	3
BI 106 Anatomy & Physiology II	4
MA 210 Statistics	3
RC 102 First Year Seminar*	3
SP 100 Spanish for Healthcare Prof.	3
	16

\* RC 102 for class 2014 only // Elective for all others

**YEAR 2**

Fall:

CH 105 Chemistry Intro	4
PY 213 Physics I	4
_____ Philosophy Course	3
BI 108 Microbiology	4
	15

Spring:

PY 214 Physics II	4
_____ Social Science Course	3
_____ Religion Course	3
_____ History Course	3
_____ Literature Course	3
	16

## YEAR 3

## Fall:

MI 402 Nuclear Medicine Essentials	3
MI 460 Nuclear Med. Procedures & Technology	6
MI 465 Radiation Sciences & Instrumentation	3
ID 304 Exploring Ethics	3
	15

## Spring:

MI 472 Radiopharmacy & Pharmacology	2
MI 470 Cross Sectional Imaging	3
MI ___ Molecular Imaging	3
MI 468 Clinical Education I	2
MI ___ Nuclear Cardiology	3
	13

## YEAR 4

## Fall:

MI 471 Nuclear Medicine Critique	4
MI 469 Clinical Education II	4
MI ___ Research Methods	4
___ Elective	3
	15

## Spring:

MI ___ Nuclear Medicine Seminar/Capstone	5
MI ___ Clinical Education III	4
MI 650 Pathology Across Rad. Mod.*	3
NU 618 Health Policy*	3
	15

\* Serves as graduate credit for MS programs

Total: 121 Credits

p. 81

### *Courses Added /Revised*

#### MEDICAL RADIOGRAPHY

#### REVISED COURSE DESCRIPTIONS

##### **MR 100 Introduction to Radiologic Technology and Lab (3 Credits)**

The general goal of this course is to assist the student to become familiar with the basic medical terminology; procedures, settings and patient care skills associated with the profession of Medical Radiography. A combination of lectures, guided self-study, guest lecturers and laboratory experiences will assist the student to develop all cognitive, affective and psychomotor skills prerequisite to safely and efficiently enter the clinical environment. This course will be presented in the 3 weeks prior to the students matriculating in the remainder of the First Semester's September course load.

##### **MR 101 Radiologic Procedures & Related Anatomy I and Lab (3 Credits)**

In this first of a series of three courses, students will learn how to safely and efficiently move/manipulate typical types of radiographic and fluoroscopic equipment, locks and accessories. The student will also study the anatomic structures/organs associated with; and the standard body/part positions, which are fundamental to the performance following exams: Commonly performed views of the Chest; Abdomen; Routine Upper Extremity; and Routine Lower

Extremity. Learning activities will include classroom presentation, guided self-study exercises, demonstration, and practice. Student first level performance competency will be evaluated in the lab setting. There will be two 2-hour lectures and one 4-hour lab per week for the first 7.5 weeks of the semester.

##### **MR 111 Radiologic Imaging I and Lab (3 Credits)**

In this, an introduction to the art and science of medical imaging, students will learn the basic elements common to all forms of medical imaging utilized in Radiology Departments today. Principles, concepts and applications of Signal Theory will be studied within the framework of film/screen and digital/computed radiologic imaging as well as fluoroscopic imaging. A general, introductory application of signal theory to Computerized Tomography, Medical Sonography, Magnetic Resonance Imaging and Nuclear Medicine Imaging will also be presented. Exposure factor manipulation, equipment utilization, and concomitant theoretical foundations relevant to the production various degrees of Radiologic Density/Brightness will be studied. Manipulation of these factors and associated equipment within structured Laboratory exercises will assist the student in the application of their learning to the production of consistent, quality images. There will be two 2-hour lectures and one 4-hour lab per week for the second 7.5 weeks of the semester.

**MR 112 Radiologic Imaging II and Lab (3 Credits)**

This Continuation of study of the principles, factors and practices associated with the production of medical radiographic images which began in MR 111, will include a further analysis of the production/creation/manipulation of radiographic density/brightness plus a detailed analyses of factors producing radiographic contrast and detail/spatial resolution. Methods of "Image Archiving" and PACS transmission will also be studied. Laboratory exercises employing film/screen, Computed Radiography and Direct Digital Radiography, will assist the student in application, manipulation and adjustment of the factors studied, with the goal being to produce consistent, quality images. There will be two 2-hour lectures and one 4-hour lab per week for the second 7.5 weeks of the semester.

**MR 120 Radiologic Clinical I (3 Credits)**

Starting with a formal orientation to the students' assigned clinical site, students will progress as follows: a) structured observational experiences b) guided clinical application/practice of skills associated with procedure performance c) competency assessment and d) post clinical competency assessment continued performance/practice of the Radiologic Exams studied in Radiologic Procedures & related Anatomy I and lab. Students will be given performance benchmarks as guidelines as they develop confidence and competence in the performance of selected Radiographic exams. There will be two 7.5 hour clinical preceptorship days per week for 15 weeks.

**MR 121 Radiologic Clinical II (3 Credits)**

Students will continue to develop confidence in the performance of those radiographic exams incorporated within the First Semester's study. In addition, students will follow the progression of practical application learning activities described in MR 120, associated with the radiologic exams studied in MR 102. Students will be given performance benchmarks as guidelines as they develop confidence and competence in the performance of selected, related Radiographic (and in selected cases, Fluoroscopic and bedside/portable) exams. There will be two 7.5 hour day clinical preceptorship days per week for 15 weeks. Clinical conferences / critique sessions will be incorporated.

**MR 131 Radiologic Physics (3 Credits)**

An initial unit of study of the fundamental theories and principles relevant to classical, Newtonian Physics, will be followed by a conceptually based study of atomic structure, electricity, magnetism and electromagnetism. In addition, students will study the physical principles relevant to: (a) the function/operation of X-Ray generating equipment; (b) five of the interactions of x-radiation with matter; and (c) Radioactive Decay processes. Correlations between the principles learned and procedures/practices involved with the production of radiographic images will also be studied. There will be 3 hours of lecture per week for 15 weeks.

**MR 201 Radiologic Anatomy with Related Procedures III and Lab (3 Credits)**

In this third and last of the Procedures and Anatomy series of courses, students will learn the gross and topographic anatomic structures as well as relevant body positions and sequences which are associated with more advanced Radiographic Exams of the cranium, Emergency Room Radiography and Genito-Urinary Imaging. Concurrently, the routine body positions required to obtain routine Radiographic images for these exams will be practiced and evaluated within laboratory sessions. In addition, students will be presented the anatomy and positioning views associated with Mammography. A review of exams covered in prior semesters will also occur. Presentation of a self produced case study and a self produced, self-critiqued video-tape of their performing and describing selected studies are course requirements. There will be two 2-hour lectures and one 4-hour lab per week for the first 7.5 weeks of the semester.

**MR 211 Radiologic Imaging III and Lab (3 Credits)**

This culmination of the study of those principles, factors and practices which are associated with the production of medical radiographic images will focus on students synthesizing and combining all principles and practices covered in the prior two semesters. Emphasis will be placed on students adopting a coherent, comprehensive approach to the development of a technical, imaging protocol system. Laboratory exercises will assist the student in application of the factors studied to produce consistent, high quality images. In addition, students will study the general operation/function of CT and MRI equipment. There will be two 2-hour lectures and one 4-hour lab session, along with a number of student determined, additional "open-lab"

hours per week, for the second 7.5 weeks of the semester.

### **MR 220 Radiologic Clinical III (3 Credits)**

The Summer starts with an intensive, one-to-two week academic and lab component focusing on learning:(a) the anatomy and positioning for selected views associated with cranial imaging and (b) the anatomy and performance of Venipuncture for the purpose of contrast agent administration. Following this, students will be engaged in a ten week, 7.5 hour per day, five day per week clinical preceptorship. This intensive experience will help students develop a higher level of performance competency and efficiency in the exams covered during the freshman year as well as the performance of the cranial studies covered in class/lab. Students will be expected to emphasize their demonstrating progressively increasing levels of organizational skill, performance speed and accuracy as they progress through the semester. There will be five 7.5 hour day clinical preceptorship days per week for 11 weeks. Clinical conferences/critique sessions will be incorporated.

### **MR 221 Radiologic Clinical IV (3 Credits)**

Students will continue to develop confidence in the performance of those radiographic exams which were incorporated in the prior three semester's study. In addition they will progress from structured observational experiences through guided clinical application of procedure performance skills to assessment and achievement of appropriate clinical competency in the performance of those Radiologic Exams studied in Radiologic Procedures & Related Anatomy III and lab. Students will be given performance benchmarks as guidelines as they further develop in confidence and competence in the performance of Radiographic studies. Gaining practice in exams which are commonly performed within the Emergency Room/Urgent Care setting, as well as observational experiences in MRI and CT, may also be included. There will be three 7.5 hour day clinical preceptorship days per week for 15 weeks. Clinical conferences/critique sessions will be incorporated.

### **MR 222 Radiologic Clinical V (3 Credits)**

Students will be expected to exhibit the level confidence in the performance of all radiographic exams which were incorporated in the prior semester's academic and clinical study associated with the program's criteria for "Exit Level Competency". Students will also present a portfolio, which demonstrates their performance in the

clinical environment for the past four semesters. There will be three 7.5 hour day clinical preceptorship days per week for 15 weeks. Clinical conferences / critique sessions will be incorporated.

### **MR 231 Radiation Biology and Protection (3 Credits)**

After a brief review of the atomic and molecular physical principles covered in MR 131, a study of the fundamental biological principles relevant to the manifestation of biologic effects from radiation exposure will occur. This will be followed by study of these effects on the atomic, molecular, cellular, tissue, organ and organism level. In addition, students will study the principles relevant to: the basic radiation safety practices; the safety regulations promulgated by state and federal agencies; and the general design considerations relevant to Radiology Facilities. Students will also present a portfolio of "critical analysis essays" they have been working on throughout their matriculation in the program.

### **MR 240 Advanced Radiologic Procedures (3 Credits)**

Selected exams in Cardiovascular/Peripheral-Vascular Imaging and Interventional Radiology will be studied. In addition, students will learn the fundamentals elements of Body Sectional Images in the Axial, Coronal and Sagittal planes. Lastly, students will engage in an intensive review of all material covered in prior semesters followed by comprehensive performance testing, with established minimum acceptable criteria, in those materials. Resume writing and job interviewing skill development will also be addressed. The course will run for 15 weeks and will consist of a combination of classroom sessions, computer lab exercises, home study assignments and guided self-study exercises.

### **MR 250 Radiologic Pathophysiology (3 Credits)**

In this course, common radiologic findings relating to those exams which were covered during the prior semesters will be presented. Basic pathophysiologic processes relating to those findings will also be covered. Emphasis will be placed on the student's ability to increase their proficiency in assessing the diagnostic completeness of the images they produce. A combination of guest lectures from Radiologists, guided self study exercises and class room discussions will run for two hours per week for 15 weeks.

p. 86

**NURSING**

Penelope Glynn, Dean School of Nursing,  
Science & Health Professions,

Nancy Bittner, Associate Dean, Undergraduate  
Nursing,

Patricia Dardano, Associate Dean, Graduate  
Nursing,

Mary Smalarz,

Mary Beth Scanlon,

Cynthia Bashaw,

Patricia Ciarleglio,

Joanne Dalton,

Margherite Matteis,

Diane Welsh,

Helen Mahoney West,

Michelle Cook,

Karen Crowley,

Kathleen Donaher,

Joyce Oppenheimer,

Mary Ann Hart,

Nancy DelGiudice,

Patricia Grobecker,

Carol Martin,

Susan Sawyer,

Patricia McCauley,

Kellie LaPierre,

Lisa Fardy,

Valerie Hunt,

Margaret Oo-Hayes,

Sally Cadman,

Roxanne Mihal,

Donna Kilcoyne-Orthofer,

Rebecca Schroeder,

Janis Tuxbury,

Pamela Hussey,

p. 88

**BACHELOR OF SCIENCE IN NURSING  
PROGRAM****ADMISSION POLICIES**

Unless a first-year student has been admitted as a Direct Acceptance candidate, admission to Regis College as a first-time student or transfer student does not guarantee the student entry into the nursing program. Regis admission does enable the student to compete for entry in to the Regis nursing program at the conclusion of the first term of the second Regis year. No student is guaranteed nursing program admission even if she or he meets the basic requirement for nursing program admission. At the conclusion of each fall term, Regis will admit a designated, pre-established number of qualified students into the Regis nursing program. The decision will be based, primarily, on the student's grade point average to date, with particular attention to the quality of performance in "Introduction to Nursing," "Essentials of Nutrition along the Health Continuum" and in Prerequisite Regis science and mathematics courses.

To be considered for the nursing major, students must:

Have at least a B (3.0) Cumulative Grade Point Average with no individual non-nursing prerequisite course grade below a C (2.) and no individual nursing prerequisite grade below a B (3.0)

Have an interview with the Dean of the School of Nursing, Science and Health Professions, the Associate Dean for Undergraduate Nursing, or designee.

p. 89

Other requirements for admission also apply. For a full explanation, contact the School of Nursing, Science & Health Professions or see the Nursing Handbook Addenda.

**BACCALAUREATE IN NURSING FOR  
TRADITIONAL UNDERGRADUATE STUDENTS**

Year 1, Fall	credits	Year 1, Spring	credits
First-year Seminar	3	First-year Seminar	3
EN 105 Writing Seminar	3	Ethics ID 304	3
BI 105 Anatomy and Physiology I	4	BI 106 Anatomy and Physiology II	4
SO 201 Introduction to Sociology *	3	EN 106 Critical Reading, Thinking & Writing	3
MA 210 Statistical Methods	3	Philosophy	3
	16 Total		16 Total
Year 2, Fall		Year 2, Spring	
History or Literature	3	Elective	3
NU 203 Intro. to Nursing	3	BI 108 Microbiology	4
Religious Studies Requirement	3	PS 233 Intro to Human Development	3
CH 105 Introductory Chemistry	4	Deleted NU 105 Normal Nutrition	
SP 100 Spanish for Health Prof. <sup>□</sup>	3	NU 205 Nutrition-Health Contin.	3
	16 Total	Elective	3
			16 Total
Year 3, Fall		Year 3, Spring	
NU 320 Clinical Pharmacology	4	NU 325 Acute Care Nursing (Clin.)	9
NU 324 Prof. Nursing (Clinical)	8	NU 333 Psych/Mental Health Nursing (Clin.)	6
NU 304 Health Assessment	3		15 Total
	15 Total		
Year 4, Fall		Year 4, Spring	
<i>Deleted</i> NU 326 Acute Care of Child (Clin.)		NU 340 Community Nursing (Clin.)	6
<i>Deleted</i> NU 332 Family Health Nsg. (Clin.)		NU 345 Complex Nursing (Clin.)	6
NU 3xx Maternal Child Health Nsg (Clin.) <sup>+</sup>	8	NU Elective	3
NU 321 Nsg Care Aging Adult	3	NU Elective Capstone	2
NU 409 Research in Nursing	3		17 Total
<i>Deleted</i> NU Elective			
	14 Total		

Total Credits 125

\* May take SW 202, Introduction to Social Services as an alternative choice.

□ May take PG-100, Portuguese for Health Professionals as an alternative choice. Students may not enroll in a language course in which they are conversant. If a student is not eligible or able to take either of the suggested courses the student must take an Expressive Arts course.

+ Course number yet to be assigned

## New Course Descriptions

**NU 105 Essentials of Nutrition along the Health Continuum**

Provides the basic nutrition facts, as well as an understanding of the role of nutrition in disease prevention and treatment. Essentials of Nutrition along the Health Continuum provides the basic material needed to understand clinical nutrition concepts (for example, the role of nutrition in preventing and treating human diseases such as heart disease, cancer, diabetes and osteoporosis) and will provide practical information for using nutritional concepts, addressing nutritional concerns and incorporating nutrition into plans of care. (Formerly, NU 105.)

**NU 203 Introduction to Nursing**

An introductory course for the student to discuss the discipline of nursing from its historical roots through current status and future trends. The course introduces the novice to the philosophy and concepts of baccalaureate education in nursing. The relationship between nursing and non-nursing courses is considered in the development of the professional nurse. Roles of the professional nurse are examined with regard to theory, research, and practice, as well as professional, social, legal, and political issues. Examination of the use of the nursing process will further develop necessary critical thinking skills. The student is also introduced to medical terminology, the language used in the health professions including the professional nurse. This course contains an experiential learning component as a signature assignment. (Formerly, NU 201.)

**NU 304 Health Assessment in Nursing**

This course teaches the student to assess the health status of clients of any age in any setting. Students incorporate knowledge attained in the prerequisite courses, Developmental Psychology, Sociology, Anatomy and Physiology, Chemistry, and Microbiology. The student learns verbal and non-verbal communication techniques used in obtaining a health history and the written communication techniques used in documenting the health assessment. Students acquire the basic psychomotor skills of inspection, palpation, percussion, and auscultation necessary when performing a physical examination. The effects of age, gender, culture, religion, socioeconomic status, lifestyle, and adaptation are identified. Content is introduced using a body systems approach with students incorporating knowledge and skills into weekly lab sessions and written assignments of increasing complexity. Students use

critical thinking skills that allow them to analyze the subjective and objective data necessary to plan therapeutic nursing interventions. Students demonstrate acquired skills by performing two selected two-system history and physical exams in a laboratory setting.

p. 90

**NU 320 Clinical Pharmacology**

This course integrates pathophysiologic and pharmacologic concepts as they relate to human health issues and the application of the nursing process across the lifespan. The pathogenesis and clinical manifestations of organ and system disease processes are considered alongside the pharmacologic approaches used to treat them. Emphasis is placed on understanding how drugs work in the context of specific disease states, why a particular drug regimen is selected, and how to assess and monitor the patient receiving the drug.

**ADD NEW COURSE (WAITING TO GET THIS FROM PENNY GLYNN)**

**NU 321**

*Deleted Course:* **NU 326 Acute Care of the Child**

*Deleted Course:* **NU 332 Family Health Nursing**

**NU 3XX Maternal Child Health Nursing**

This course focuses on the adaptation and health promotion of families including childbearing women, infants, children and adolescents. It builds on previously acquired knowledge and skills and examines physiological, psychological, social, cultural, spiritual, ethical, legal, and professional issues of care. It helps the student develop a lifespan perspective while allowing an exploration of the special needs and problems of the childbearing women, infants, children and adolescents. Selected clinical experiences in maternal-newborn settings, acute pediatric settings and community based school help the learner begin to develop critical thinking skills and competence in family health nursing.

**NU 333 Psychiatric/Mental Health Nursing**

This course focuses on the role of the professional nurse in the transcultural care of individuals with psychiatric/mental health problems and their families. The student examines major mental health problems across the lifespan, multiple treatment modalities, and specific intervention strategies. Selected clinical experiences in a vari-

ety of health care settings facilitate the development of knowledge and skill.

### **NU 340 Community Nursing**

The role of the professional nurse in the primary level of health care is explored. Using client models, nursing process, and the adaptation model, help to plan therapeutic nursing interventions for individuals, families, and groups in a variety of community settings. In addition, the course will focus on community and family assessment, adaptation, communication, critical thinking and decision-making skills, epidemiology, research utilization, group process, and other strategies used in community health. Students will develop competence in a clinical practice setting.

### **NU 345 Complex Care Nursing**

In this synthesis course, students analyze the cultural, spiritual, biopsychosocial needs of clients and their families who face complex multisystem health problems across the wellness-illness trajectory, with a focus on the transition from acute care to rehabilitation or long-term care in institutional settings. Using a case study approach, students examine the complex interrelationships between client/family, the health care system, and nursing. Emphasis is placed on adaptation, nursing process, and the professional role. Students apply critical thinking, decision-making, and communication skills in selected clinical settings that will enhance their ability to develop therapeutic nursing interventions.

### **NU 409 Research in Nursing**

This course focuses on the research process as a tool for developing therapeutic nursing interventions. Components of the research process are defined, discussed, and applied. Students use critical thinking skills to analyze published research reports for their utility in nursing practice. In small groups, students will identify a researchable problem, collect and analyze evidence from the nursing literature, and communicate findings and implications for practice in a written report and a poster presentation.

p.90

### **Student Absences**

Students are expected to attend all classes and other academic exercises regularly. Failure to make up class content may result in a failing grade in the course and may jeopardize progression within the program.

### **Absences in Supervised Clinical Placements**

Students are expected to attend all scheduled clinical days. During any given semester (Summer I & II count as one semester), regardless of the number of clinical courses in that semester, any student who misses more than one clinical day is required to make up the absence(s) through negotiation with the clinical faculty member and the respective Course Coordinator (see policy regarding payment for clinical makeup).

Students who miss more than 2 days in a six (6) credit course and more than 3 days in an eight (8) credit course will be subject to review by the respective Course Coordinator and/or Program Chair and may be required to withdraw from the course.

### **Cancellation of Clinical Experience by Faculty**

If clinical faculty provides options for clinical makeup and the student does not attend the alternative clinical option, she/he is responsible for arranging clinical makeup with the clinical faculty member per the Absences in Supervised Clinical Placements.

p. 92

## **PHILOSOPHY & RELIGIOUS STUDIES**

### ***New Course:* RS 130: Cultivating the Inner Spirit**

This one credit course aims to enhance students' inner lives by examining spiritual practice from both eastern and western faith traditions. Through exploring questions of meaning and purpose and offering experiences for connecting with their inner selves, the course aims to promote spiritual growth and provide participants with tools for maintaining one's sense of centeredness in the midst of our fast-moving world. Reading, reflection and active participation are the essential components of this course.

p. 96

## **POLITICAL SCIENCE**

### ***New Course:* PO 356: American Corrections Systems**

The objective of this course is to present a survey and overview of the criminal corrections system in the US. It will analyze the institutions, functions, processes, and mission of the correction system. Topics will include the history of penol-

ogy and prisons, theories about punishment and incarceration, prison culture and staffing, prison litigation, new trends in rehabilitation, probation and parole, privatized versus public and correctional facilities, and careers in corrections.

#### SPANISH

##### Additional faculty in Spanish

Patricia Donahue-McElhiney

p. 96

#### PSYCHOLOGY

Barbara Noel Dowds, Department Chair,

Barbara Pedulla,

Cynthia Stellos Phelan,

Shelby Ortega-Corbin,

Sheila Coombs,

Helen Consiglio,

Stephen Heinrichs,

Heidi Webster,

p. 98

#### PSYCHOLOGY

*Deleted Course: PS 340*

p. 98

#### PS328 Positive Psychology

This course examines psychology from the perspective of strengths and virtues. It incorporates theory, research, and experiential learning. Topics covered include pleasure and positive experiences, happiness, character strengths, values, wellness, positive interpersonal relationships, and the institutions that facilitate these positive outcomes.

p. 110

#### GRADUATE Admission

##### Admission Criteria\*

Nursing (MS)

Health Administration (MS)

Communications (MS)

Education (MAT)

Regulatory and Clinical Research Management (MS)

Heritage Studies for a Global Society (MA)

Biomedical Sciences (MS)

Medical Imaging—Nuclear Medicine Technology (BS)

Integrative Health (Certificate)

Public Health (Certificate)

p. 116

The Master of Arts in Heritage Studies for a Global Society degree program responds to social and economic demands for practical application of liberal arts skills in a variety of contexts. As historical, material, and cultural artifacts—ancient or modern, local, national or international, written or traditional—are lost, destroyed, or misrepresented and poorly understood, competent professionals with theoretical training across the disciplines will be in high demand. Students are prepared for two pathways: academic and professional.

p. 117

**The Master of Science—BMS** is a professional master's degree that prepares the student to work in biomedical research and development. The curriculum includes rigorous interdisciplinary coursework in the basic sciences that are foundational to biomedical research, with an emphasis on critical evaluation of research and the application of knowledge and skills to biomedical research and development.

**The Accelerated BS in Medical Imaging—Nuclear Medicine (for students holding a BA or BS in a non-medical imaging field)** is geared for students with a previous non-medical imaging degree, who have the professional goal of practicing as a Nuclear Medicine Technologist. The didactic and clinical education offers students the knowledge and skills necessary to become a competent Nuclear Medicine Technologist.

p. 117

#### Certificates

The four-course **Graduate Certificate in Integrative Health** aims to prepare health care professionals to develop more fully their knowledge, skills and commitment to holistic practice. The courses are designed to address the overall scope of modalities and their use and the science behind them as well as an in depth focus on integrative health in one specific area.

The six-course **Graduate Certificate in Public Health** is designed for individuals interested in working within public, community, or environ-

mental health and seeking additional training in order to expand on and/or transition job responsibilities.

p. 125

## GRADUATE PROGRAMS AND COURSE DESCRIPTIONS

### MASTER OF ARTS IN HERITAGE STUDIES FOR A GLOBAL SOCIETY

Raffaele Florio, Program Director

#### Program Focus

The MA in Heritage Studies responds to social and economic demands for practical application of liberal arts skills in a variety of contexts. As historical, material, and cultural artifacts—ancient or modern, local, national or international, written or traditional—are lost, destroyed, or misrepresented and poorly understood, competent professionals with theoretical training across the disciplines will be in high demand. Students are prepared for two pathways: academic and professional. The rigorous curriculum reinforces a student's aptitude for successful scholarship, and the high standard—including an individualized thesis—prepares students for continued studies in graduate or professional schools, or PhD programs in one of our affiliated universities.

#### Curriculum

Students are required to take ten graduate level courses:

There are 9 courses and a capstone experience completed in 4 phases: Core Curriculum (four foundational courses) Professional Application Exploration (choose 2 from 6 professional content areas) Concentration (3 courses within a particular content area) Capstone (Oral Comprehensive Exam, Professional Internship, and Thesis).

Course offerings include:

HI 501 Historiography and Methods

HI 554 Ethnicity in American Culture

HI 601 Fieldwork Research Methods

RS 551 Social Ethics

HI 502D The Writer as Historian (Public Heritage Concentration)

HI 527 Museum Theatre (Public Heritage Concentration)

HI 688 Advanced Topics (Public Heritage Concentration)

SP 518 01 Spanish Lit: 20th Cent–Present (Cultural Heritage in Literature)

ID 512-01 Humanities in Classroom I (Cultural Heritage in Teaching)

NU 716-01 Culture & Health: Perspectives (Bio-cultural Diversity Concentration)

Additional concentration options and course descriptions can be found at [www.regiscollege.edu/grad](http://www.regiscollege.edu/grad).

p. 125.

### MASTER OF SCIENCE IN BIOMEDICAL SCIENCES

Mike Bilozur,

David Croll

This degree program provides the individual the qualifications to enter, or advance, in biomedical research and development. The curriculum includes advanced work in the fundamental basic sciences that underlie much biomedical research and development, as well as associated areas as business, regulatory affairs, and communication. Field experience is an important component of the program.

Required Courses: BMS 605, 606, 609, 611, 615, 620, 640 641

#### BMS 605 Biochemistry I

This course will present modern principles of biochemistry to provide a solid background for the study of the biomedical sciences and related areas of endeavor. The course will introduce and develop specific knowledge in the areas of biomolecular structure/function, membrane biochemistry and biochemical aspects of molecular genetics with the integration of these topics at the level of the cell and organism.

Prerequisite: Organic Chemistry II (CH 306 or equivalent) or permission of instructor.

#### BMS 606 Biochemistry II

This course will present modern principles of biochemistry to provide a solid background for the study of the biomedical sciences and related areas of endeavor. The course will introduce and develop specific knowledge in the areas of enzymology, metabolic pathways and regulation, and molecular principles of signaling, with the integration of these topics at the level of the cell and organism.

Prerequisite: Organic Chemistry II (CH 306 or equivalent) or permission of instructor.

**BMS 609 Cell & Tissue Biology**

Cell functions will be studied with an emphasis on molecular mechanisms, regulatory mechanisms and integration into higher-level organization and function. Specific topics include protein and vesicular traffic, role of the cytoskeleton in cell organization and movement, organization and function of tissues, electrochemical signaling in neurons and other cells, and cell cycle and its regulation. Emphasis will be on problem-solving, and will include analysis of primary literature. Examples of applications to biomedical research will be included.

Prerequisite/Corequisite: Biochemistry (BMS 605 or BMS 606) or permission of instructor.

**BMS 611 Molecular Genetics**

After a review of basic genetic principles this course will examine these principles with a more advanced and in depth analysis. The new molecular discoveries in Genetics , including but not limited to: RNA interference, Telomerase activity, and cell cycle regulation will be studied. Knowledge from other courses will be integrated with information presented in the Genetics modules. Genetic influences on disease, antibody diversity, viral replication and infection, and other current topics will be explored. The student will have a better understanding of the complex involvement that genetics has in many medical and biological processes. Prerequisite: BMS Biochemistry I or permission of instructor.

**BMS 615 Human Physiology**

A systems approach will be used to study physiology. Emphasis will be on homeostatic control mechanisms and multi-system integration. Select examples of disease process will be used to illustrate and reinforce understanding of physiological homeostatic mechanisms. Prerequisite: BMS 609 (Cell & Tissue Biology) or BMS 606 (Biochemistry II) or permission of instructor.

**BMS 620 Current Topics in Biomedical Research****BMS 640 Field Experience I****BMS 641 Field Experience II**

p. 125

**REGULATORY AND CLINICAL RESEARCH MANAGEMENT****Objectives**

Understand the basic principles and issues in medical product regulation and clinical research.

Apply U.S. and International...

Able to determine and influence...

Able to understand the concerns...

Develop and practice communication...

Ready to full the growing need....

p. 126

**Requirements for Graduate Certificate in Regulatory Management**

(Note: Students need meet.....) has been deleted

p. 126

**MASTER OF SCIENCE IN REGULATORY AND CLINICAL RESEARCH MANAGEMENT**

The Program consists of 33 credits, six core courses and three specialty track courses (totaling 27 credits), and 6 credits of electives. Electives may be either 3-credit courses or focused 1-credit courses. Thus, for electives, a student might take two 3-credit courses, or one 3-credit course and three 1-credit courses, or six 1 credit courses.

p. 127

**Core requirements****CO 613 Writing for the Professional**

*Workplace is replaced with:* **HP 603 Advanced Exercises in Writing for the Health Professions** or **CO 613 Writing for the Professional Workplace**

Other Possible electives include:

**NU 618 Health Policy****NU 620 Clinical Pharmacology****RA 630 Personalized Medicine****RA 532 Quality System Auditing**

p. 128

*Course Deleted:* **RA 610**

***Courses Added:* RA 630 Combination Products**

In this interactive course, participants are exposed to examples of combination products on the market, under development, and on the drawing board. The course concludes with a look at the future of medicine including tissue engineering, nanotechnology. (A basic knowledge of device and pharmaceutical product regulation is

highly recommended. RA 603A and RA 604A can produce this understanding).

### RA 631 Personalized Medicine

This course introduces the student to the burgeoning new field of personalized medicine. It starts by defining personalized medicine: What it is, what it is not, and what it promises to be. Identification of disease and disease risks at the molecular level is enabling a new generation of diagnostics based on identifying gene variants and biomarkers. The course will focus on specific cases in therapeutic areas, including but not limited to oncology. Ethical issues will be discussed.

### RA 623 Quality System Auditing

Medical products companies are subject to audits from regulatory and certification agencies and are required to have an internal audit program. This course describes the types of audits and the basic skills of auditing. Knowledge of quality system regulations and standards is covered briefly on-line. The course focuses on professional characteristics and skills of a lead auditor. (A basic knowledge of quality management systems is highly recommended. RA 615 can provide this understanding.)

p. 129

### (RT to BS)REGISTERED TECHNOLOGIST to BACHELOR of SCIENCE in Medical Imaging

The Regis College Bachelor of Science in Medical Imaging degree program is designed for the associate degree or diploma technologist who wishes to continue their education for professional and personal growth. The registered technologist will earn a Bachelor of Science degree with a major in Medical Imaging. This curriculum track also provides a foundation for a MS in Health Administration or in Regulatory & Clinical Research Management.

General Education Requirements—48 credits (20 credits must be taken at Regis)

Anatomy & Physiology / Lab I \*

Anatomy & Physiology / Lab II \*

Writing Seminar I \*

Writing Seminar II \*

ID 304 Exploring Ethics \*

Statistics \*

Introduction to Psychology\*

Introduction to Sociology\*

\*Calculus OR College Algebra\*

Literature Course\*

Philosophy Course\*

Religion Course\*

Social Science Elective\*

History Course\*

Science Course with Lab (Chemistry, Physics, Biology) \*

Medical Imaging Upper Division Courses (ALL REQUIRED AT REGIS)—21 credits

NU 618 Health Policy+

MI 460 Cross Sectional Imaging

MI 465 Quality Management

MI 490 Medical Imaging Seminar

MI 650 Pathology Across Radiology Modalities+

MI 475 Research Methods

TOTAL: 124 credits

+ Serves as graduate elective credit for MS programs

\* Could be transferred from any accredited college/university

p. 131

### New Course: CO 615: Strategic Corporate Social Responsibility

This course presents the theory and practice of corporate social responsibility (CSR) with an eye toward practical application. Students will study origins and concepts of the practice, the evolution of CSR; examine economic and societal issues; and the impact, criticisms and future of CSR. This course emphasizes the need for well-informed communications professionals with the skills and capacity to anticipate and understand the influence and impact that local and global stakeholders have on today's brands and organizations.

This course provides a foundational view of CSR and provides ample opportunity for analyzing the application and results of CSR strategies, impacts for profit and not-for-profit businesses and other organizations, debate and the changing landscape that crosses over many disciplines. Key areas of corporate social responsibility include human rights; environmental sustainability; philanthropy/social investing; and environment, health and safety. A combination of classroom text and discussion, case studies, web-based examples, and guest speakers will be used.

p. 131

### ACCELERATED BS IN MEDICAL IMAGING—NUCLEAR MEDICINE (for students holding a BA or BS in a non-medical imaging field)

Program Director, David Gilmore

#### Program Philosophy

Regis College has a rich history and excellent reputation as a provider of education for health-care professionals. The NMT program is part of the college environment that provides students with a broad base of learning in the humanities and sciences.

#### Program Focus & Curriculum

The Regis College BS in Medical Imaging is geared for students with a previous non-medical imaging degree, who have the professional goal of practicing as a Nuclear Medicine Technologist. The didactic and clinical education offers students the knowledge and skills necessary to become a competent Nuclear Medicine Technologist. Clinical education occurs at various hospitals and medical centers in Boston and the surrounding areas that offer experiences through a competency-based model using state of the art equipment such as SPECT/CT and PET/CT.

The full time program is a total of 53 credits over 4 semesters (fall, spring, summer, fall) and consists of clinical and didactic instruction, beginning in September of each year. Students who successfully complete the program are awarded a certificate from Regis College and are then eligible to sit for the national certification exams offered by the Nuclear Medicine Certification Board (NMTCB) and the American Registry of Radiologic Technologists (ARRT). Clinical sites include Beth Israel Deaconess Medical Center, Brigham & Women's Hospital, Cardinal Health Radiopharmacy, Children's Hospital Boston, Dana Farber Cancer Institute, Lowell General Hospital, Massachusetts General Hospital, Melrose-Wakefield Hospital, and Mt. Auburn Hospital

#### Required Courses:

- MI 402 Nuclear Medicine Essentials
- MI 460 Nuclear Med. Procedures & Technology
- MI 465 Radiation Sciences & Instrumentation
- MI XXX Nuclear Cardiology
- MI 470 Cross Sectional Imaging
- MI 472 Radiopharmacy & Pharmacology
- MI 468 Clinical Internship I

MI XXX Molecular Imaging

MI 471 Nuclear Medicine Critique

MI 469 Clinical Internship II

MI XXX Nuclear Medicine Seminar

MI XXX Research Methods

MI 743 Quality management in Medical Imaging

MI XXX Clinical Internship III

NU 618 Health Policy

### MASTER OF SCIENCE IN BIOMEDICAL SCIENCES

Michael Bilozur, Program Director

#### Program Philosophy

The degree program in Biomedical Sciences is firmly within the tradition of the mission of Regis College, which, for more than eighty-five years, has been dedicated to the development of qualified scholars committed to academic excellence. The MS-BMS is a professional master's degree that prepares the student to work in biomedical research and development. The curriculum includes rigorous interdisciplinary coursework in the basic sciences that are foundational to biomedical research, with an emphasis on critical evaluation of research and the application of knowledge and skills to biomedical research and development.

#### Program Focus

The program will help the individual develop skills and knowledge needed for leadership and supervisory roles in biomedical research and development, in nonprofit organizations such as university, hospital or government research laboratories, as well as in private organizations such as biotechnology and pharmaceutical companies. Elective courses prepare the student to interact effectively within the biomedical research and development organization by enhancing a practical understanding of management, business, clinical trial design, public health and effective communication. The field experience in biomedical research serves as a capstone for the student to demonstrate their ability to analyze the scientific and organizational components of a research and development problem.

#### Curriculum

Students are required to take 12 graduate level courses, for a total of 39 credits. Curriculum includes 7–8 core courses and 4–5 graduate electives:

**Course offerings include:**

BMS 605 Biochemistry 1  
 BMS 609 Cell and Tissue Biology  
 BMS 611 Molecular Genetics  
 BMS 606 Biochemistry 2  
 BMS 615 Human Physiology or Elective  
 BMS 6XX Current Topics in Biomedical Research  
 HP 600 Biostatistics  
 BMS 640 Field Experience I  
 BMS 641 Field Experience II  
 For up to date course descriptions, please visit the Regis College website, [www.regiscollege.edu/grad](http://www.regiscollege.edu/grad)

p. 135

**GRADUATE NURSING PROGRAMS**

Penelope Glynn, Dean, School of Nursing, Science and Health Professions

p. 135

**Graduate Certificate in Integrative Health**

Program Director, Mary Lombard

**Program Philosophy**

The Certificate in Integrative Health aims to prepare health care professionals to develop more fully their knowledge, skills and commitment to holistic practice. The courses are designed to address the overall scope of modalities and their use and the science behind them as well as an in depth focus on integrative health in one specific

p. 138

**NURSING LEADERSHIP/HEALTH ADMINISTRATION TRACK****The Program**

The graduate program in Nursing Leadership/Health Administration is designed to prepare baccalaureate nurses for advanced nursing practice in nursing leadership. The curriculum is

area. All candidates participate in a mentorship experience tailored to the candidate's own level of experience and career interests. Certificate is a total of 4 courses

**Certificate Curriculum**

NU 635 Complementary Therapies and the Nurse

HP 645 Science of Integrative Health

HP XXX Integrative Health for Women

HP XXX Mentorship in Integrative Health (prerequisites—all of the above)

**Graduate Certificate in Public Health**

Program Director, Laura Burke

**Program Philosophy**

The Graduate Certificate in Public Health is designed for individuals interested in working within public, community, or environmental health and seeking additional training in order to expand on and/or transition job responsibilities. This certificate will provide students with specialized knowledge concerning the unique factors influencing public health thus promoting health, preventing illness, and allowing individuals to make a difference within the community. Certificate is a total of 6 courses—5 required, and 1 elective from either Health Administration or Health Informatics

Certificate Curriculum—Required Courses:

HP 6XX Principles of Epidemiology

HP 600 Biostatistics

NU 618 Health Policy

HP 6XX Environmental Health

HP 606 Analysis of Public Health Issues

comprised of 13 courses; three core courses, the following specialty courses HP 601, 608, 611, 614, 622, NU 605, 612, 623, 627, an Informatics elective, one elective, and includes 80 hours of fieldwork and 80 hours of clinical mentorship.

**Two-Year Sample Curriculum****Nursing Leadership/Health Administration****Year 1**

Summer Session I	Credits
HP 622 Economics of Health Care	3
Graduate Elective	

p. 141

Women's Health Nurse Practitioner  
Two-Year Sample Curriculum  
Must be taken concurrent with primary care.

p. 147

Part-time BS in Nursing for students  
holding a previous non-nurse bachelor's  
degree

The Program The part time BS program consists of 8 semesters of part time course work, designed to be completed in 3 years including summers with the ability to sit for NCLEX after 2.5 years. Each semester, the student will take 6–8 credits, towards the program total of 62 credits.

Regis College has a rich history and excellent reputation as a provider of nursing education. The part-time BS in nursing program is part of the college environment that provides students with a broad base of learning in the humanities and sciences that supports development in the discipline of nursing.

Required Courses:

YEAR 1

Fall

NU 320 Clinical Pharmacology I

NU 304 Health Assessment

Spring

NU 324 Professional Nursing (Clinical)

Summer I

NU 333 Psychiatric/Mental Health Nursing  
(Clinical)

Summer II

BI 612 Advanced Pathophysiology

YEAR 2

Fall

NU 325 Acute Care Nursing (Clinical)

Spring

NU000\* Maternal Child Health Nursing

Summer 1

NU 340 Community Health Nursing (Clinical)

Summer 2

NU 321 Nursing Care of the Aging Adult

YEAR 3

Fall

NU 345 Complex Care Nursing (Clinical)

Spring

NU 630 Advanced Nursing Research

NU 601 Nursing Theory

p. 159

## ADMINISTRATIVE ORGANIZATION

### Board of Trustees

Trustees who joined the Board between 2010–2011

Beverly Boorstein, JD

Maureen Doherty, CSJ\*

Antoinette Hays, PhD, RN\*

Ruth Sanderson Kingsbury, '57

Trustees who have completed their term of service between 2010–2011

Margaret Comfrey, CSJ

Mary Jane England '59, MD\*

Robert F. Meenan, MD

Ellen O'Connor '67, MBA\*

p. 160

Regis College Faculty

### Title Changes

**Jayson Baker**

*Assistant Professor of Communication & English*

**Joseph Draper**

*Assistant Professor of Religious Studies*

**Lauren Forcucci**

*Instructor of Political Science*

**Robert Gallagher**

*Adjunct Lecturer of Management & Mathematics*

**Michael Jackson**

*Assistant Professor of Political Science*

**James Lane**

*Assistant Professor of Management and Leadership*

**Julia Lisella**

*Associate Professor of English*

**John Mollica**

*Assistant Professor of Management and Economics*

**Lorne Biddle Rinear**

*Assistant Professor of History*

## New Regis College Faculty

**Ms. Patricia Donahue-McElhiney**

*Adjunct Lecturer of Spanish*  
BA, Regis College  
M. Ed., Salem State College  
ALM, Harvard University Extension

**Patrice Noonan Duggan**

*Adjunct Lecturer of English*  
BA, Boston College  
MA, Columbia University

**Nancy Gordon**

*Adjunct Lecturer of English*  
BA, Boston University  
M. Ed., in TESOL

**Richard Johnson**

*Adjunct Lecturer for Political Science*  
BS, Salem State College  
MS, University of Massachusetts Boston  
MA, University of Massachusetts Lowell

**Mark W. Kennedy**

*Adjunct Lecturer of Communication*  
BA, Tufts University

**Naomi R. Kooker**

*Lecturer of Communication*  
BA, Drew University

**Kathleen Maskell**

*Adjunct Lecturer of Music*  
BA, Berklee College of Music  
Master of Music Education, Boston University

**Chad J. Smith**

*Adjunct Lecturer of Sociology*  
BA, University of California Berkeley  
MA, San Diego State University

**Jeffrey Diaz**

*Adjunct Lecturer of Education*  
BA, St. Lawrence University  
M. Ed, Boston College

p. 166

## New Emeritae &amp; Emeriti

**Sister Ann Marie Grady**

*Assistant Professor Emerita of Communication*  
AB, Regis College  
AM, University of St. Michael's College  
MEd, Boston University

**Sister Mary Rita Grady**

*Associate Professor Emerita of Philosophy*  
AB, Regis College  
PhD, Georgetown University

**Sister Leila Hogan**

*Associate Professor Emerita of Political Science*  
AB, Regis College  
MA, Tufts University  
PhD, University of Maryland

**Jane A. Roman**

*Professor Emerita of Chemistry*  
AB, Regis College  
PhD, Boston College

p. 167

## Administrative Council

**Antoinette Hays, PhD, RN***President***Mary Jane M. Doherty***Special Assistant to President***Penelope Glynn, PhD, RN, ANP**

*Interim Dean, School of Nursing, Science and  
Health Professions*

p. 167

## Directors Council/ Administrative Staff

**Antoinette Hays, PhD, RN***President***Penelope Glynn, PhD, RN, ANP**

*Interim Dean, School of Nursing, Science and  
Health Professions*

**Kara Kolomitz, M.Ed.***Dean of Students***Rosemary Mulvihill, RSM***Dean of Student Life and Ministry*

Pg. 167

## Directors Council/Academic Staff

**Elizabeth D. Conway, CSJ***Director, Spiritual Life***John A. Conway**

*Director, Center of Experiential Learning &  
Career Center*

**Jessica Homer***Director of Student Programs & Leadership*

**Dawn Doucette -Kaplan, MBA, MAT, MARS**

*Director of Student outreach*

**Marianne Kenney**

*Bursar*

**Claudia Pouravelis**

*Director of Graduate Admission*

**Jill Rosen**

*Program Director of LLARC*

**Jayanthi Srinath**

*Director of Advancement Services*

**Susan Tammaro**

*Dean, Institutional Research and Assessment*

p. 168

Lawrence Memorial/Regis College, AS  
Programs

Administration & Faculty

ADMINISTRATION

**Marie B. McCarthy, RN, BSN, MSN**

*Vice President for Education*

*Assistant Professor*

BSN, Boston College

MSN, Boston University

**Judith Silck, RN, BSN, MSN**

*Director, Academic Affairs*

*Assistant Professor*

BSN, St. Joseph College

MSN, Boston University

**Janet Jones, RN, BSN, MSN**

*Director, Student & Alumni Services*

BSN, Russell Sage College

MSN, Salem State College

**Kathleen Ericson, RN, BSN, MSN**

*Assistant Director*

*Assistant Professor*

BSN, Salve Regina College

MSN, Salem State College

**Janet Lusk, RN, BS, MSN, PhD(c)**

*Assistant Director*

*Assistant Professor*

Diploma, Lawrence Memorial Hospital School  
of Nursing

BS, Northeastern University

MSN, Salem State College

PhD(c), University of Massachusetts,  
Dartmouth

FACULTY

**Donna Abarbanel, RN, BSN, MSN**

*Adjunct Faculty*

BSN, Boston University

MSN, Northeastern University

**Jane B. Austin, RN, BSN, MSN**

*Assistant Professor*

Diploma, Massachusetts General Hospital

School of Nursing

BSN, University of Lowell

MSN, Boston University

**Joan Beauchamp, RN, AS, BSN, MSN\***

*Assistant Professor*

AS, New Hampshire Technical Institute

BSN, Salem State College

MSN, University of Massachusetts

**Jayne Broz, RN, BSN, MSN**

*Assistant Professor*

BSN, University of Rhode Island

MSN, St. Joseph's College

**Elizabeth Campbell, RN, BSN, MSN**

*Nursing Arts Lab Coordinator and*

*Clinical Placement*

BSN, St. Anselm's College

MSN, Boston University

**Susan Carroccino, RN, BSN\***

*Adjunct Faculty*

BSN, Salem State College

Youville Hospital School of Nursing

**Jill Carroll, RN, ASN, BSN, MSN \***

*Adjunct Faculty*

ASN, Quincy College

BSN, University of Massachusetts Boston

MSN, Salem State University

**Jean Clark, RN, BSN, MSN**

*Assistant Professor*

BSN, University of Maryland

MSN, Boston College

**Virginia Crocker, RN, BSN, MSN**

*Assistant Professor*

Diploma, Boston City Hospital School of  
Nursing

BSN, Vermont College

MSN, University of Maryland

**Deirdre D'Antona, RN, ASN, BSN\***

*Adjunct Faculty*

ASN, BSN Rivier College-St. Joseph's School  
of Nursing

**Kathleen DeLeskey, RN, ASN, BSN, MSN, DNP**

*Course Coordinator*

*Associate Professor*

ASN, Middlesex Community College

BSN, Atlantic Union College

MSN, DNP Regis College

**Karen Doherty, RN, BSN, MSN**

*Assistant Professor*

BSN, State University of New York

MSN, University of Massachusetts

**Dorothy Doran, RN, ASN, BSN, MSN**

*Adjunct Faculty*

ASN, Monroe Community College

BSN, MSN, Rivier College

**Michael Farah, RTR, CT, BS**

*Radiography Assistant Professor*

RT, West Boca Medical Center, Florida

AS, Palm Beach Community College

BS, St. Joseph's College

**Susan Finn, RN, BSN, MSN**

*Adjunct Faculty*

Diploma, Lawrence Memorial Hospital School of Nursing

BSN, MSN, Salem State College

**Teresa Fitzpatrick, RN, BSN, MSN**

*Assistant Professor*

Diploma, Lawrence Memorial Hospital School of Nursing

BSN, MSN, Salem State College

**Ellen Fraumeni, RN, BSN, MSN**

*Assistant Professor*

BSN, MSN Boston College

**Dolores Graceffa, RN, BSN, MSN**

*Assistant Professor*

BSN, Boston University

MSN, Boston College

**Andrea Green, RN, BSN**

*Adjunct Faculty*

BS, Emmanuel College

BSN, University of Massachusetts, Lowell

**Erin Hegarty, RN, BSN, MSN**

*Adjunct Faculty\**

BSN, Bowdoin College

MSN, Boston College

**Kimberly Hobbs, RN, BSN, MSN**

*Assistant Professor*

BSN, MSN, Salem State College

**Janet Jerardi, RN, BSN, MSN**

*Course Coordinator*

*Assistant Professor*

BSN, Rush University

MSN, Salem State College

**Alana Kaczmarek, RN, BA MSN**

*Adjunct Faculty*

BA, Williams College

MSN, Yale University School of Nursing

**Doreen Kane, RN, BSN**

*Adjunct Faculty*

BSN, University of Massachusetts, Lowell

**Marni Kellogg, RN, BSN, MSN**

*Adjunct Faculty*

BSN, Northeastern University

MSN, Salem State University

**James V. Lampka, RT, BA, MS**

*Radiography Program Director*

Assistant Professor, Medical Radiography

RT, Sisters of Charity Hospital

BA, Canisius College

MS, State University of N.Y. at Buffalo

**Catherine Leonard, RN, BSN, MSN**

*Assistant Professor*

BSN, Salem State College

MSN, Salem State College

**Erica Loperfido, RN, BA, MSN**

*Adjunct Faculty*

BA, College of Holy Cross

MSN, Massachusetts General Hospital Institute

**Janine McGrath, RN, ASN, BSN, MSN**

*Assistant Professor*

ASN, Lawrence Memorial/Regis College Nursing Program

BSN, MSN, Regis College

**Donna McKinney, RN, BSN, MSN**

*Adjunct Faculty*

BSN, Salem State College

MSN, Walden University

**Jennifer Mills-Tamasi, RN, BSN, MSN**

*Adjunct Faculty*

BSN, St. Joseph's College

MSN, Salem State College

**Barbara Moloney, RN, BSN, MSN**

*Assistant Professor*

BSN, University of Colorado

MSN, Salem State College

**Caitlin O'Callaghan, RN, ASN, BSN, MSN**

*Adjunct Faculty*

ASN, Lawrence Memorial/Regis College  
Nursing Program

BSN, Simmons College

MSN, Boston College

**Margaret O'Connor, RN, BSN, MSN**

*Assistant Professor*

BSN, University of Massachusetts, Amherst

MSN, Boston University

**Jessica Ochs, RN, BA, MSN**

*Assistant Professor*

BA, Tufts University

MSN, University of Massachusetts

**Courtney Orelup, RN, BSN**

*Adjunct Faculty*

BSN, Simmons College

**Elizabeth Planansky, RN, BS, BSN, MSN**

*Assistant Professor*

BS, Belhaven College

BSN, Medical College of Virginia

MSN, University of Virginia

**Mimi Pomerleau, RN, BSN, MSN, DNP**

*Course Coordinator*

*Associate Professor*

BSN, Northeastern University

MSN, Boston College

DNP, Regis College

**Susan Prindeville, RN, AS, BSN, MSN**

*Assistant Professor*

AS, Quincy Junior College

BSN, University of Massachusetts

MSN, Regis College

**Sandra Quintal, RN, BSN, MSN**

*Adjunct Faculty*

Diploma, New England Baptist Hospital  
School of Nursing

BSN, University of Massachusetts, Boston

MSN, University of Massachusetts, Lowell

**Gretchen Rosoff, RN, BSN, MSN, MEd**

*Assistant Professor*

BSN, University of Massachusetts

BSN, Boston University

MEd, Cambridge College

**Jeremy Schall, RN, BA, MSN**

*Assistant Professor*

Diploma, Lawrence Memorial Hospital School  
of Nursing

BA, Rollins College

MSN, Massachusetts General Hospital School  
of Health Professions

**Lori Shea, RN, BSN, MSN**

*Adjunct Faculty*

BSN, University of Rhode Island

MSN, University of Massachusetts, Lowell

**Nicole Sorrentino RT (R), BS**

*Radiography Assistant Professor*

BS, Quinnipiac University

**Janice Sugrue, RN, BSN, MSN**

*Adjunct Faculty*

Diploma, St. Elizabeth's Hospital School of  
Nursing

BSN, University of Massachusetts

MSN, Regis College

**Karen Sullivan, RN, BSN, MSN**

*Assistant Professor*

BSN, Fitchburg State College

MSN, Boston College

**Sheila Tiberio, RN, BS, BSN, MA, MSN**

*Adjunct Faculty*

Diploma, Framingham Union Hospital School  
of Nursing

BS, University of Massachusetts, Amherst

BSN, Regis College

MA, MSN Framingham State College

**Jodi Tippett, RN, BA, MBA, MSN**

*Adjunct Faculty*

BA, Hamilton College

MBA, Northeastern University

MSN, Boston College

**Sandra Thirkell, RN, BSN, MSN**

*Assistant Professor*

Diploma, Lawrence Memorial Hospital School  
of Nursing

BSN, MSN Salem State College

**Lisa Thomas, RN, BSN, MSN**

*Assistant Professor*

BSN, University of Massachusetts, Lowell

MSN, Northeastern University

**Elizabeth Walendziewicz, RN, AS, BSN, MSN**

*Course Coordinator*

*Assistant Professor*

A.S., Lasell Junior College

BSN, MSN, Boston University

**Ann Walsh, RN, BSN, MEd**

*Course Coordinator*

*Assistant Professor*

Diploma, Mount Auburn Hospital School of  
Nursing

BSN, Boston College

M.Ed., Northeastern University

**Lucille Walsh, RN, BSN, MSN**

*Course Coordinator*

*Assistant Professor*

Diploma, Peter Bent Brigham Hospital School  
of Nursing

BSN, Salve Regina College

MSN, Boston College

**Sheila Young, RN, ASN, BSN, MSN\***

*Adjunct Lecturer*

ASN, Massachusetts Bay Community College

BSN, Framingham State College

MSN, University of Massachusetts, Lowell

p. 171

Support Staff

**Kerri Ciambrelli\***

*Student Services Secretary*

**Laura McGovern\***

*Bursar*

\* new appointment



**Office of Academic Affairs**

781-768-7000

[admission@regiscollege.edu](mailto:admission@regiscollege.edu)

235 Wellesley Street

Weston, MA 02493

[www.regiscollege.edu](http://www.regiscollege.edu)

**click to open**  
**Academic Catalog**  
**2010-2011**